

CANADIAN HOME ECONOMICS

JOURNAL

REVUE

CANADIENNE D'ÉCONOMIE FAMILIALE

Sexuality Education

Domestic Violence:
The Bigger Picture

Listing of Theses
and Dissertations

**Parent Education in Canada:
Yesterday, Today, and Tomorrow**

**L'éducation parentale au Canada :
Hier, aujourd'hui et demain**



Volume 51 No. 2
2002

Technology@home: CHEA CONFERENCE 2002



Technology@home la Technologie@foyer

challenges and opportunities
des défis et des possibilités

La technologie au foyer CONGRÈS 2002 DE L'ACÉF

Theme: Technology@home: challenges and opportunities
Dates: August 15 to 18, 2002
Location: University of Ottawa in the National Capital

Conference Highlights

- Discover new tools and resources for managing home and family life.
- Explore strategies to successfully manage new technologies.
- Examine health and safety, security, and ethical issues.

Pre-conference Workshops

Wednesday, August 14, 2002 Seminars, and Workshops on Governance & International Development
Thursday, August 15, 2002 Seminars and Workshops:
1) Governance & International Development
2) Educators and
3) Entrepreneurs

Conference 2002

Friday, August 16, 2002 Socio-Economic issues around Technology
Saturday, August 17, 2002 Health & Safety around Technology
Sunday, August 18, 2002 Enhancement of Home Economics in Canada – AGM

CHEA-ACÉF is taking the lead to study the challenges brought on by new technologies, to investigate the potential impact on the home environment and to identify opportunities for families. It proposes to develop a communication interface between consumers, the public and private sectors to help families develop effective home management practices in order to improve their quality of life.

Visit www.technologieathome.ca for additional information.

Don't miss this great event!

Thème : La technologie@foyer des défis et des possibilités
Dates : Du 15 au 18 août 2002
Lieu : Université d'Ottawa, dans la capitale nationale

Principaux objectifs du congrès

- Identifier de nouveaux outils et ressources pour une gestion améliorée de la vie personnelle et familiale.
- Explorer différentes stratégies pour une utilisation judicieuse des nouvelles technologies et pour leur intégration harmonieuse dans la vie familiale.
- Examiner les questions de santé et de sécurité et les questions d'ordre éthique.

Ateliers pré-congrès

Le mercredi 14 août 2002 Séminaires et ateliers sur la gouvernance et le développement international
Le jeudi 15 août 2002 Séminaires et ateliers :
1) la gouvernance et le développement international
2) les éducateurs et
3) les personnes en affaires

Congrès 2002

Le vendredi 16 août 2002 Enjeux socio-économiques relatifs à la technologie
Le samedi 17 août 2002 La santé et la sécurité en technologie
Le dimanche 18 août 2002 Mise en valeur de l'économie familiale au Canada AGA

L'ACÉF-CHEA prend les devants en se penchant sur les défis que suscitent les nouvelles technologies pour les familles. L'objectif du congrès est de déterminer avec précision les incidences des nouvelles technologies sur la vie personnelle et familiale. On cherchera également à identifier les diverses possibilités que ces technologies offrent aux familles. L'ACÉF propose de développer une interface de communication entre les consommateurs, le secteur public et l'entreprise privée dans le but d'aider les familles à développer des pratiques efficaces de gestion pour améliorer leur qualité de vie.

Pour plus d'information, consulter www.technologieaufoyer.ca

Ne manquez pas ce grand événement!

Visit CHEA's Web site www.chea-acef.ca

You will find:

- Helpful guidelines and information on managing home and family life.
- Easy member access to recent developments impacting the profession.
- Access to a variety of member services.

New!

Entrepreneurs in home economics can promote their products and services directly from the CHEA Web site through the **Consultant Directory**.

For only \$50.00 per year, you can promote your company name, area of specialization, and include a photograph and contact information. A 100-word bio can be added for an additional \$50.00.

Visitez le site Web de L'ACÉF à www.chea-acef.ca

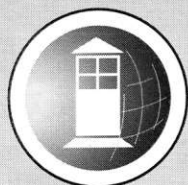
Vous y trouverez :

- des lignes directrices utiles et de l'information sur la gestion du foyer et de la vie familiale.
- pour les membres, un accès facile aux récents développements touchant la profession.
- un accès aux divers services aux membres.

NOUVEAUTÉ!

Les entrepreneurs en économie familiale peuvent promouvoir leurs produits et leurs services dans le *répertoire des consultants* du site Web de L'ACÉF.

Pour la somme modique de 50,00 \$ par année, vous pouvez y inscrire le nom de votre compagnie, votre domaine de spécialisation, une photographie et toute l'information nécessaire pour vous contacter. Une courte biographie d'une centaine de mots peut y être ajoutée contre un tarif supplémentaire de 50,00 \$.



CHEA.ACÉF

CANADIAN HOME ECONOMICS JOURNAL
REVUE CANADIENNE D'ÉCONOMIE FAMILIALE

MESSAGES

- 3 From the English Editor / *Mot de la rédactrice anglophone*
Glenda Everett, *Rédactrice anglophone*
- 4 *Mot de la rédactrice francophone*
From the French Editor
Marie Lachance, *Rédactrice francophone*

WHAT'S NEW / QUOI DE NEUF

- 48 Book Reviews
Comptes rendus de volumes
- 51 Abstracts of Current Literature
Résumés d'articles récents
- 54 New Developments and Trends
Tendances et nouveaux développements

INFORMATION / RENSEIGNEMENTS

- 56 Code of Ethics
Code de déontologie
- 57 Advertising Rates
Tarifs publicitaires
- IFC Conference 2002
Conférence 2002

ADVERTISEMENT / PUBLICITÉ

- 20 BTIO Educational Products, Inc.
- 47 The Canadian Association of Principals
- 50 Dairy Farmers of Canada
- 53 *Les Producteurs laitiers du Canada*

Note : Un résumé en français accompagne chaque article.

CHEJ CONTENTS SOMMAIRE RCÉF

FEATURES / DOSSIERS

- 5 **Parent Education in Canada: Yesterday, Today, and Tomorrow**
L'éducation parentale au Canada : Hier, aujourd'hui et demain
Berna J. Skrypnik

RESEARCH / RECHERCHE

- 15 **Student perceptions of their experience in sexuality education**
Saleema Noon and Margaret Arcus
- 21 **Reported Graduate Theses from Canadian Universities**
Répertoire des recherches dans les universités canadiennes

PERSPECTIVES & PRACTICE / PERSPECTIVES ET PRATIQUES

- 25 **Domestic Violence: The Bigger Picture**
Tracey A. Lapierre
- 29 **Le soutien parental au Québec : un mandat dérivé des centres de la petite enfance**
Micheline Lalonde-Graton et Brigitte Lépine
- 31 **A Strategy to Infuse a Global Perspective into Consumer Education**
Sue L.T. McGregor and Katherine Bourbonniere

FOCUS ON PEOPLE AND PROGRAMS / REGARD SUR LES GENS ET LES PROGRAMMES

- 38 **Parenting and Human Development Work**
Les compétences parentales et le développement humain
Mary K. Cunningham
- 39 **An Example of a Family Support Centre**
Un exemple de centre de soutien aux familles
Barb Cunningham
- 41 **Au travail - Charline Mallet, une économiste vraiment...familiale!**
On the job - Charline Mallet, a home economist...very family oriented!
Jocelyne Viel et Paulette Robichaud
- 43 **Partenariat AÉFQ-ABÉSF : Des retombées concrètes sur la population cible**
The AÉFQ-ABÉSF partnership: a positive impact on the target population
Bruno Charreyron
- 46 **Professional "Coat"**
Le « manteau » du professionnel
Kathryn Chandler

Canadian Home Economics Journal

Publication – The *Canadian Home Economics Journal* (CHEJ) is the official peer-reviewed publication of the Canadian Home Economics Association (CHEA). The *Journal* is published twice a year and has a circulation of 2,000. All submissions are subject to editing for consistency in style and to meet space limitations. The materials printed in the *Journal* are the expression of the writers and do not necessarily reflect CHEA views or policies.

Canadian Home Economics Association – CHEA leads and supports members in providing excellence in home economics for the improved quality of life of individuals, families, and communities in Canada and the developing world.

Home Economics Profession – Home economics is concerned with all aspects of daily living including human development and relationships, financial and resource management, consumerism, foods and nutrition, clothing and textiles, housing and shelter and aesthetics. Home economics brings together knowledge from its own research, the sciences and the arts and uses this knowledge to assist people in enhancing their daily lives.

Correspondence – Manuscripts, letters to the editors, resources for review, inquiries and requests should be sent to:

Canadian Home Economics Journal
CHEA-ACÉF
307-151 Slater Street
Ottawa ON K1P 5H3 Canada
Tel: (613) 238-8817 Fax: (613) 238-8972
E-mail: general@chea-acef.ca

The *Guidelines for Authors* are available on the CHEA-ACÉF Web site: www.chea-acef.ca or upon request from CHEA National Office.

Reprographics – Requests to make copies or permission to reproduce any content of the *Journal* should be addressed to CANCOPY. Tel.: 1 416 868-1620 ou 1 800 893-5777.
E-mail: mfletcher@cancopy.com

© 2001 Canadian Home Economics Association.

Reference – Content is indexed in the Canadian Periodical Index and selectively indexed in Public Affairs Information Service, Canadian Education Index, Nutrition Abstracts and Reviews, Inventory of Marriage and Family Literature, Bibliographic Index of Health Education Periodicals, Current Index to Journals in Education, and World Textile Abstracts. Microfilm and photocopies are available from Micromedia Limited, 20 Victoria Street, Toronto, Ontario, M5C 2N8 or Bell & Howell Information and Learning, 300 N. Zeeb Road, Ann Arbor, MI 48106-1346 USA.

Legal Deposit – National Library of Canada, Bibliothèque nationale du Québec. ISSN 0008-3763: Issue date, October 2001

Subscriptions – Requests for subscriptions and change of address should be sent to CHEA National Office. **Individual rates:** Canada \$55 CAN (GST included); United States, \$65 CAN; other countries, \$75 CAN. **Institution rates:** Canada \$70 CAN (GST included); United States \$80 CAN; other countries \$90 CAN. **Single copies:** Canada \$30 CAN; United States, \$35 CAN; other countries \$40 CAN. Shipping and handling is included and a 10% discount applies to agencies. Subscription must be paid in Canadian currency only. CHEJ is distributed without further charge to members of CHEA.

Advertising – All inquiries and correspondence should be addressed to the CHEA National Office by the first day of the month prior to publication. Current rates are posted on the CHEA Web site or can be obtained from CHEA. Publication of an advertisement in the *Journal* should not be construed as an endorsement by CHEA of the product or the advertisers.

Printing – CHEJ is printed on recycled stock with vegetable-based ink.

Mailing – Publications Mail Agreement Number 40065388

Acknowledgments – The *Journal* gratefully acknowledges financial support from the Social Sciences and Humanities Research Council of Canada, the Canadian International Development Agency, the Canadian Home Economics Association Foundation and the Canadian Association for Research in Home Economics.

Revue canadienne d'économie familiale

La publication – La *Revue canadienne d'économie familiale* (RCÉF) est la publication officielle de l'Association canadienne d'économie familiale (ACÉF) et diffuse des articles ayant été soumis à une évaluation par les pairs. La *Revue* est publiée deux fois par année et compte un tirage de 2 000 exemplaires. Tous les articles font l'objet de révision afin d'assurer la cohérence du style et de respecter les contraintes en matière d'espace. Les textes publiés dans la revue n'engagent que les auteurs et ne reflètent pas nécessairement l'opinion ou les politiques de l'ACÉF.

L'Association canadienne d'économie familiale – L'ACÉF apporte une direction et un soutien à ses membres en assurant des normes d'excellence en économie familiale en vue d'améliorer la vie des individus, des familles et des communautés au Canada et dans les pays en voie de développement.

La profession de l'économie familiale – L'économie familiale touche tous les aspects de la vie quotidienne, dont les relations humaines et l'épanouissement de la personne, la gestion des finances et des ressources, la consommation, les aliments et la nutrition, l'habillement et les textiles, le logement et l'hébergement, de même que l'esthétique. L'économie familiale regroupe un ensemble de connaissances issues de ses propres travaux de recherche, des sciences et des arts en vue d'aider la population dans la vie de tous les jours.

Correspondance – Les textes, les demandes de renseignements ou toute autre correspondance doivent être adressés à :

Revue canadienne d'économie familiale
CHEA-ACÉF
151, rue Slater, bureau 307
Ottawa (Ontario) K1P 5H3 Canada
Tél. : (613) 238-8817 Téléc. : (613) 238-8972
Courriel électronique : general@chea-acef.ca

Il est possible de consulter le *Guide des auteurs* sur le site Web de l'ACÉF/CHEA : www.chea-acef.ca ou de l'obtenir en faisant la demande au bureau national de l'ACÉF.

Reprographie – Les demandes en vue d'obtenir l'autorisation de faire des copies de textes ou la permission de les reprographier doivent être adressées à CanCopy : Tel.: 1 416 868-1620 ou 1 800 893-5777. Courriel: mfletcher@cancopy.com
© 2001 Association canadienne d'économie familiale.

Référence – Le contenu des articles est répertorié dans l'Index des périodiques canadiens et, partiellement, dans *Public Affairs Information Service*, le Répertoire canadien sur l'éducation, *Nutrition Abstracts and Reviews*, *Inventory of Marriage and Family Literature*, *Bibliographic Index of Health Education Periodicals*, *Current Index to Journals in Education* et *World Textile Abstracts*. Prière d'expédier toute demande en vue de l'obtention de copies sur microfilm ou de photocopies, à l'une ou l'autre des adresses suivantes : Micromedia Limited, 20, rue Victoria, Toronto (Ontario) M5C 2N8 ou à Bell & Howell Information and Learning, 300 N. Zeeb Road, Ann Arbor, MI 48106-1346 USA.

Dépôt légal – Bibliothèque nationale du Canada. Bibliothèque nationale du Québec. ISSN 0008-3763 : Date de parution, octobre 2001

Abonnements – Les demandes d'abonnement et les changements d'adresse doivent être envoyés au bureau national de l'ACÉF.

Abonnement individuel : Canada, 55 \$ CAN (TPS incluse) ; US, 65 \$ CAN ; autres pays, 75 \$ CAN ; **Taux pour organismes** : Canada, 70 \$ CAN (TPS incluse) ; États-Unis, 80 \$ CAN ; autres pays, 90 \$ CAN. **Copie individuelle** : Canada, 30 \$ CAN (TPS incluse) ; États-Unis, 35 \$ CAN ; autres pays, 40 \$ CAN. Les frais d'envoi et de manutention sont compris. Les abonnements doivent être payés en argent canadien seulement. Les agences qui servent d'intermédiaires entre leurs clients et l'ACÉF ont droit à un rabais de 10 %. La *Revue* est distribuée sans frais additionnels à tous les membres en règle de l'ACÉF.

Publicité – Toutes les demandes de renseignements et toute la correspondance concernant la publicité doivent parvenir au bureau national de l'ACÉF au plus tard le premier jour du mois précédant la diffusion. Pour prendre connaissance des tarifs courants, veuillez consulter le site Web de l'ACÉF ou communiquer avec cet organisme. La publication d'une annonce dans la revue ne signifie pas que l'ACÉF avale un produit ou appuie les publicitaires.

Imprimerie – Le présent exemplaire de cette publication a été imprimé sur papier recyclé avec de l'encre végétale.

Distribution – L'entente relative aux publications expédiées par la poste porte le numéro 40065388.

Remerciements – Les organismes suivants qui subventionnent notre revue ont droit à notre reconnaissance : le Conseil de recherche en sciences humaines du Canada, l'Agence canadienne de développement international, la Fondation de l'association canadienne d'économie familiale et l'Association canadienne pour la recherche en économie familiale.



Canadian Home Economics Journal Revue canadienne d'économie familiale

Editorial Committee Comité de rédaction

English Editor
Rédactrice anglophone
Glenda Everett
geverett@telusplanet.net

French Editor
Rédactrice francophone
Marie Lachance
marie.lachance@eac.ulaval.ca

Research Editor
*Rédactrice des articles
scientifiques en anglais*
Maryanne Doherty-Poirier
mdoherty@ualberta.ca

Book Review Editor
*Responsable des compte
rendus de volumes*
Mary Ann Joly

Abstracts Editor - Current Literature
*Responsable des résumés
d'articles*
Melanie Moore

New Developments Editor
*Responsable de la section
Tendances et nouveaux
développements*
Guylaine Barakatt

Copy Editor
Correctrices des épreuves
Emily Reid (English/anglais)
Carole Tranchant
(français/French)

Translator
Traductrice
Francine Ranger Smith

Production Manager
Gestionnaire de production
Afonso da Silva
adasilva@chea-acef.ca

From the English Editor

Producing a professional journal for a small organization could be considered a labour of love! Sustained largely by volunteer efforts, it is a challenging and time-consuming task. Some might say that a small professional organization cannot sustain a professional journal of its own. We, as professional home economists and human ecologists, think differently. There is a strong core of professionals who see it as a vital way to communicate our beliefs, our strengths, and our vision to each other and to the outside world. Researchers see it as a forum to publish and discuss research findings using a uniquely Canadian venue.



Glenda Everett

To this end, the Journal Committee has pledged to produce the best journal it possibly can. We have made a commitment to continually improve its scholarly content by enhancing a rigorous peer review process, increasing its subscription numbers by targeting new markets such as students and teachers, and addressing financial management by reducing production costs and increasing readership. Also, we have instituted new features to highlight the activities and efforts of our members. We want this to be a journal that you are proud of and enjoy reading!

It will be up to you, the reader, to decide if we are succeeding. If you have ideas for features, concerns about content, or simply want to send us kudos for our efforts, we hope that you will contact us. We also encourage the academic community to continue to submit articles for consideration in the Journal. Your support guarantees its success!

Mot de la rédactrice anglophone

La production d'une revue professionnelle pour une petite organisation pourrait être considérée comme un travail de patience et d'amour! Soutenue en majeure partie par la contribution de bénévoles, il s'agit d'une tâche captivante qui exige un temps considérable. Certains prétendront qu'un organisme professionnel de petite taille ne peut soutenir à lui seul une revue professionnelle. En tant qu'économistes familiaux et écologistes humains, nous voyons les choses d'un autre oeil. Il existe, en effet, un noyau important de professionnels qui considèrent cette Revue comme un outil essentiel servant à partager nos convictions, notre potentiel et notre vision, entre nous, et à les communiquer aussi au « monde extérieur ». Quant aux chercheurs, la Revue leur offre une tribune canadienne pour publier les résultats de leur recherche et en discuter.

C'est pourquoi le Comité de la revue canadienne d'économie familiale s'est engagé à produire la meilleure revue possible. Nous nous sommes engagés à tenter d'améliorer continuellement son contenu en recherche par la mise sur pied d'un processus de révision par les pairs, à hausser le nombre d'abonnements en ciblant de nouveaux marchés tels que les étudiants et les enseignants et à adopter une gestion financière plus saine en réduisant les coûts de production et en élargissant le lectorat. Nous avons également ajouté de nouveaux articles afin de souligner les activités et les efforts de nos membres. Nous voulons que vous soyez fiers de cette revue et que vous preniez plaisir à la lire!

Il n'en tient qu'à vous, lecteurs, de décider si nous avons réussi ou non. Nous espérons que vous entrerez en contact avec nous si vous avez des suggestions ou des questions à propos du contenu ou si vous voulez simplement nous féliciter pour nos efforts. Nous encourageons également la communauté universitaire à continuer de soumettre des articles pour fins de publication dans la Revue. Votre appui est garant de notre succès!

Call for Journal Submissions

CHEA welcomes research and general articles contributing to the home economics body of knowledge. The manuscripts are normally submitted to a peer review process. They are accepted for consideration either English or French and are published in the language in which they are received. A few articles may be selected for translation based on the result of the readership surveys, available resources and space.

Please note that the articles must be no longer than 3,000 words excluding the bibliography. This limit is strictly adhered to and if the article is longer, a revision will be requested. More information is provided in the *Guidelines for Authors* on the CHEA Web site. Anyone, whether or not a member of CHEA-ACÉF, may submit a manuscript.

Themes of the next issues:

Technology@home
Consumers in the Global Economy

Submission deadlines:

September 15, 2002
March 15, 2003

Manuscripts should be submitted in both print and electronic format with an indication of the software program used. Please address your submission to:

Editor of CHE Journal
CHEA-ACÉF
307 - 151 Slater Street, Ottawa ON K1P 5H3 Canada
Tel: (613) 238-8817 Fax: (613) 238-8972
e-mail: general@chea-acef.ca
Web site: www.chea-acef.ca

Note: Submission by the deadline date does not guarantee publication in the next issue of the Journal. Publication depends on the available space, the contributions received, and, in the case of peer-reviewed articles, the progress of the review and revision.

Mot de la rédactrice francophone

Publier en français dans une revue professionnelle et scientifique : une réelle opportunité

Éducatrices en garderie du Québec et soutien parental; carrière d'une économiste familiale du Nouveau-Brunswick; partenariat Canada, Québec et Burkina Faso : trois articles de la section générale signés par des auteures francophones. Issus de régions différentes et décrivant des situations parfois très éloignées de ce que nous vivons, ces textes témoignent néanmoins de réalités qui nous rejoignent tous et toutes en tant que professionnels.

La Revue canadienne d'économie familiale est originale en ce sens qu'elle est une publication à la fois professionnelle et scientifique. Elle publie donc des articles de recherche qui ont été évalués par un comité de pairs, comme le veut la tradition scientifique. De plus, la Revue publie en anglais et en français...une opportunité rare dont les chercheurs francophones devraient profiter davantage! Les articles scientifiques de nos pages étant répertoriés dans les banques électroniques connues, leurs auteurs, quelle que soit leur langue, sont donc connectés à un immense réseau international de diffusion scientifique. Francophones du Canada et d'ailleurs, je vous invite à nous soumettre les résultats de vos travaux de recherche. Encouragez aussi vos collègues en psychologie, commerce de détail, comportement du consommateur, gérontologie, biotechnologie... à le faire. Notre domaine est si vaste que les disciplines et les sujets pertinents sont légion! De plus, la longueur des articles que la Revue accepte peut être particulièrement invitante pour les étudiants gradués francophones qui voudraient diffuser les fruits de leurs recherches bibliographiques (recension des écrits, par exemple) ou expérimentales.

Au plaisir de lire encore plus souvent nos collègues de la francophonie!

From the French Editor



Marie Lachance

Publishing in a professional and scientific journal – what a great opportunity!

Quebec educators in daycare centres and parental involvement; the career of a New Brunswick home economist; Quebec and Burkina Faso - a Canadian partnership: these three articles are authored by francophones. Although they originate from various regions and depict situations often very different from our own, the articles describe nonetheless some realities that touch all of us as professionals.

The Canadian Home Economics Journal is quite unique because it is both a professional and a scientific publication. As is customary in the field of science, the research articles of the Journal are submitted to peer review prior to their publication. In addition, the Journal publishes articles in French and in English...an exceptional opportunity for the francophones researchers! The Journal's scientific articles are indexed in many well-known databanks; as such, the authors, regardless of the language, are linked internationally to a vast scientific communication network. I invite the francophones from Canada and elsewhere to submit the results of their research to the Journal. The submission of articles from your colleagues in psychology, retailing, consumer behaviour, gerontology, biotechnology.... is also welcome. Our field is so vast that there are a thousand and one related subjects and disciplines. The length of the articles for the Journal will appeal in particular to the francophone graduate students who are interested in communicating the results of their experimental and bibliographic (for example, literature reviews) research.

We look forward to reading more articles from our francophone colleagues!

Invitation à soumettre des articles à la Revue

L'ACÉF vous invite à lui faire parvenir des articles ayant trait à la recherche ou à la pratique professionnelle qui sont susceptibles de contribuer aux connaissances dans le domaine de l'économie familiale et des domaines connexes. Toute personne, qu'elle soit membre ou non de l'ACÉF/CHEA, peut soumettre un article. Les textes peuvent être soumis et diffusés en français ou en anglais. Quelques articles sélectionnés pourront être traduits en fonction des résultats des études d'audience, de l'espace et des ressources disponibles. Les articles scientifiques et les longs articles généraux font l'objet d'une évaluation par les pairs.

Veuillez noter que les articles doivent contenir tout au plus 3 000 mots, bibliographie non comprise. Cette limite est strictement appliquée; les documents dépassant la limite seront retournés pour révision. Vous trouverez plus de renseignements à ce sujet dans *Le guide des auteurs* diffusé sur le site Web de l'ACÉF ou disponible au Bureau national.

Thèmes des prochains numéros :

La technologie au foyer

Consommateurs dans l'économie mondiale

Dates limites de soumissions :

15 septembre 2002

15 mars 2003

Les auteurs doivent faire parvenir leur texte sur support papier et en version électronique en donnant le nom du logiciel utilisé. Veuillez adresser votre soumission à:

Revue canadienne d'économie familiale

CHEA-ACÉF

151, rue Slater, bureau 307, Ottawa (Ontario) K1P 5H3 Canada

Tél. : (613) 238-8817 Téléc. : (613) 238-8972

Courrier électronique : general@chea-acef.ca

Site Web : www.chea-acef.ca

Note : Un texte reçu avant l'expiration de la date limite fixée ne sera pas forcément diffusé dans le prochain numéro de la Revue. Le moment de publication dépend de l'espace disponible, des textes déjà reçus et, dans le cas des articles évalués par les pairs, de l'état d'avancement de l'examen ou de la révision.

Parent Education in Canada: Yesterday, Today, and Tomorrow

BERNA J. SKRYPNEK

Dr. Skrypnik was invited by CHEJ to discuss the history and current status of parenting education in Canada. We are grateful for Dr. Skrypnik's contribution to the CHEJournal.



Parenting in the 21st century presents many challenges to Canadian parents. Changes in family and community composition, increasing numbers of families living in poverty, and multiple demands on parents to meet competing work and family responsibilities make parenting in the new millennium an increasingly complex undertaking. Many Canadian parents report a lack of knowledge about parenting and child development, a lack of confidence in their parenting skills, a lack of emotional and practical support in their role as parent, and a desire for more knowledge about parenting and child development (Invest in Kids Foundation, 1999). One way to address these needs is through parent education.

Parent education is a general term used to refer to a wide range of programs and resources to support parents in their parenting. Usually, the goal of parent education is to foster the acquisition of knowledge and/or the development of skills that will enhance parenting. It can include counselling and training interventions typically delivered to individual parents, formal educational programs typically delivered to groups of parents, and a wide range of educational materials delivered through the mass media, e.g., books, magazines, newsletters, brochures, videos, the Internet, (Brock, Oertwein, & Coufal, 1993). The focus can be remediation, prevention, or promotion of family well-being. Remedial approaches are directed towards parents who have been identified as abusive, neglectful, or lacking in effective parenting. Participation in these programs may be court-mandated or voluntary. Preventive approaches are directed to parents who are identified as belonging to an "at-risk" group due to their developmental history, young age, lack of education or income, lack of social support network, or special challenges facing them (e.g., divorcing parents), and participation is generally voluntary. Promotion approaches are

directed to parents in general who are interested in enhancing their parenting and promoting family well-being.

Over the past century, a wide range of services, programs, resources, and community supports have been developed to assist parents in their parenting. Given the unique history of their development in Canada, these services and programs tend to be fragmented. The purpose of this paper is to review the history of parent education in Canada, describe the current scene, and identify directions for future development of parent education policy and programming to meet the needs of Canadian parents in the 21st century.

Abstract

Parent education in Canada today includes a wide range of programs, supports, and resources to assist parents with parenting. This article reviews the history of parent education in Canada, describes the current scene, and identifies directions for future development of parent education policy and programming. Parent education and support programs have grown out of three distinct movements in Canada: home economics, public health and child welfare, and early childhood education. Whereas earlier programs were more likely to be restricted to providing parent education and training, current programs are more likely to include a combination of education and other forms of parent support.

The focus can be remediation, prevention, or promotion of family well-being. Contemporary offerings include prenatal, childbirth, and post-partum education programs, home visitation programs, formal group-delivered parent education programs, family literacy programs, parent support groups, and a plethora of mass media advice on parenting. Given the unique history of the development of parent education and related programming in Canada, services and programs tend to be fragmented. Also, given changes in family structure and in the demography of society, current programming does not meet the needs of many Canadian parents. New programming trends and suggestions for reducing fragmentation of services are discussed.

The Author

Berna Skrypnik, Ph.D., is an Assistant Professor in the Department of Human Ecology at the University of Alberta. Her research supports the development of policies and programs that strengthen family relationships and foster individual well-being. Her primary research program focuses on practices that enhance parenting and children's outcomes. Current projects involve evaluating the effectiveness of parenting interventions and investigating risk and compensatory factors in breaking the intergenerational cycle of child maltreatment and abuse. She is also interested in the work-family interface, and the role of work and family policy in supporting parents and promoting healthy family relationships.

History of Parent Education in Canada

The Early Roots: Home Economics, Public Health, and Early Childhood Education (1890s to 1950s)

Parent education in Canada has its early roots in the disciplines of home economics, public health, and early childhood education. Each has contributed to our knowledge about child development, parent-child relations, and to the current Canadian menu of parent education programs and resources.

In *A Treatise on Domestic Economy* (first published in 1840 in the United States), Catherine Beecher acknowledged that many young women lacked the necessary knowledge to function adequately as wives and mothers. Beecher pointed out the need for domestic education for women, and proposed that "domestic economy be made a science, equal to other sciences" (Beecher, as cited in Lewis-Rowley, Brasher, Moss, Duncan, & Stiles, 1993). In Canada, the movement to introduce home economics programs into schools and universities was led by Adelaide Hoodless. She argued that:

The management of the home has more to do in the moulding of character than any other influence, owing to the large place it fills in the early life of the individual during the most plastic stage of development. We are, therefore, justified in an effort to secure a place for home economics or domestic science, in the education institutions of this

country. (Hoodless, circa 1894, as cited in MacDonald, 1986).

Classes in domestic science were introduced in Canada in the Ontario school system in the 1890s, and, by 1902, the University of Toronto established a four year Bachelor of Household Science Program (Pedersen, 1981). These early programs emphasized the importance of hygiene and proper nutrition in caring for children.

Compared to the home economics movement, the public health movement played an equal if not more significant role in the scientizing of parenting in Canada. At the turn of the century, one in five Canadian infants died during their first year of life. Based on Dr. Helen MacMurchy's survey of infant mortality in 1910, leaders of the public health movement concluded that it was ignorance and negligence on the part of mothers that was responsible for the high infant mortality rate (Abeele, 1988). This led to the introduction of public health programs that were largely educational in nature. The major initiatives included health clinics, home-visitation programs, and mass distribution of educational materials. Public health nurses played a key role in the clinics and home visitation programs. They were not to provide treatment to infants and children, but rather were to instruct and supervise mothers' care of their children. Through home visitation, public health nurses observed the paucity of resources for many families and recognized the limits of an educational approach to dealing with child and maternal health problems (Abeele, 1988). Yet, education continued to be the main focus of this movement.

In 1921, MacMurchy and the staff of the newly formed Child Welfare Division of the Federal Department of Health published *The Canadian Mother's Book* which focused on infant physical development and prescribed procedures for feeding, training, and caring for infants. It was published in both English and French and quickly became popular across the country (Lewis, 1982-83). Then, in 1923, Dr. Alan Brown, an internationally known pediatrician and head of the Department of Pediatrics at the University of Toronto Medical School, published *The Normal Child: Its Care and Its Feeding*. Brown endorsed the *tabula rasa* view of the child. He believed that it was the responsibility of parents to train or mould their children into obedient, self-controlled, and self-reliant individuals. His book provided detailed and rigid schedules for parents to follow in caring for their infants, especially in terms of feeding,

sleeping, and toileting. Parents were warned not to pick infants up each time they cried or to engage in too much handling as this could spoil a child (Lewis, 1982-83; Strong-Boag, 1982). Brown blamed mothers when infants did not develop regular habits.

In clinics and through home visitation programs, public health nurses helped educate mothers in Brown's systematic child rearing strategies (Lewis, 1982-83). Mothers were bombarded with advice on childrearing through public lectures, radio programs, newspaper and magazine advice columns, and government published bulletins, pamphlets, and manuals (Comacchio, 1999; Lewis, 1982-83; Strong-Boag, 1982). According to Comacchio, this "campaign for scientific motherhood" encouraged mothers to ignore traditional methods of rearing children and to ignore kin and neighbour advice and raise children "by the book" following expert advice.

The early child study and nursery school movement also played an important role in contributing to parent education in Canada during the 1920s and 30s. In 1925, Dr. William Blatz, a child psychologist and physician, established Canada's first nursery school and child study centre, St. George's School for Child Study, at the University of Toronto (Atkin, 1998). Parent participation and education played an integral role in early Canadian nursery schools. St. George's had two divisions—the nursery school division and the parent education division, which offered courses to parents (Mayfield, 2001). In 1930, Blatz and Helen Bott published *The Management of Young Children*, which became the popular parenting manual of the time. It emphasized the critical role the parent played in child development. There was little acknowledgment of individual differences among children or the impact children had on parents and the family system.

Parent Education during the 1940s and 1950s

During the 1940s and 1950s, Canada witnessed an expansion of home economics programs in universities across the country. Home economics became a dominant force guiding the research, teaching, and practice of family life education (Lewis-Rowley et al., 1993). The Canadian Home Economics Association began showcasing speakers on family life education and family relations at its annual convention, and home economists played an important role

in providing parent education in the rural areas (Ellis, 1989; Sommerville, 1989).

Parent co-operative nursery schools were established and administered by Canadian parents to provide quality early childhood experiences for their children. An important component of these co-operatives were their parent education function (Mayfield, 2001). Co-operative nursery schools included mothers' study groups that met on a regular basis to listen to experts on topics of interest. The growth of co-operative nursery schools slowed in the 1970s as more mothers entered the labour force and required full-time childcare.

The Emergence of Formal Parenting Programs in North America (1960s-1990s)

As a result of research and theory development in the discipline of psychology in the areas of child development, personality, learning, and counselling psychology, the 1960s and 1970s witnessed a new explosion of advice for parents in the form of "how to" and "why to" books and programs on parenting. These programs tended to be influenced by one of three schools of thought: Adlerian, humanistic, or behaviourist.

Based in Adlerian personality theory, Dreikurs' views on child development and parent-child relationships has had a profound impact on parent education and family counselling in North America. Dreikurs believed that traditional authoritarian parenting practices had become outmoded in North American society. Thus, he advocated a democratic style of parenting that valued social equality and mutual respect among all family members (Fine, 1980). Dreikurs criticized the use of reward and punishment by parents, and instead proposed the use of natural and logical consequences to discipline children. He developed one of the first formal and systematic parenting programs offered via parent study groups led by a group facilitator. Dreikurs' notions continue to be endorsed by contemporary parenting programs.

During the 1970s, Dinkmeyer and McKay (1976) further developed Dreikurs' ideas about parenting into a program called **Systematic Training for Effective Parenting or STEP**. This program was introduced into Canada in the 1970s. **STEP** has continued to evolve and now offers separate programs for parents of preschoolers and teenagers. Humanistic parenting programs also emerged

during the 1960s. Generally, humanistic programs help parents develop greater compassion and empathy for their children, greater understanding of the connection between children's feelings and behaviours, and a capacity to validate their children's emotional experiences. Ginott (1961) and Gordon (1970), both psychotherapists, developed and offered formal parenting programs to small groups of parents, facilitated by trained leaders. Both programs emphasized the development of parents' interpersonal skills, the use of facilitative communication skills with children (e.g., use of active listening, empathy, identification and validation of feelings, use of "I" messages, etc), and the development of problem-solving skills. This focus on the communication and problem-solving skills continues to be reflected in the majority of parent education programs today.

Gordon's *Parent Effectiveness Training (PET)* program was offered frequently in Canada throughout the 1970s and 1980s and continues to be available occasionally today. A more contemporary version of these humanistic programs, *How to Talk So Kids Will Listen and Listen So Kids Will Talk*, was produced by Faber and Mazlich (1980) and introduced into Canada in the 1980s. It continues to be one of the more popular programs offered in Canada throughout the past decade.

Combining Adlerian and humanistic perspectives, Michael Popkin (1983), an American family therapist, developed *Active Parenting*, the first parenting program to adopt a video format. *Active Parenting* and *Active Parenting of Teens* are two of the more frequently offered parenting programs across Canada today. Yet, Canadian parent educators have expressed concern about the blanket adoption of commercial parenting programs from the United States. Programs do not always fit the Canadian context nor do they reflect our multicultural society. A specific concern is the lack of materials available in French.

During the 1970s, John Watson's and B.F. Skinner's behaviourist views spawned an assortment of parent education programs that were based on behaviour modification techniques. These programs taught parents the use of consistent reward and punishment strategies to modify children's behaviour. The assumption was that children's undesirable behaviours existed because they had been rewarded in the past. Parents were taught how to reward positive behaviours by using verbal

praise, awarding privileges, and implementing token systems, and to punish negative behaviours by using time-outs, withdrawal of privileges, and loss of tokens. These strategies served the basis for programs like *Living With Children* (Patterson & Guillion, 1971).

Among both experts and parents, the popularity of behaviour modification programs has waned except for those targeted to parents of children identified with behavioural or emotional disorders (e.g., *Defiant Children* by Barkley, 1987). Generally these programs are delivered by trained clinicians and are associated with a health care facility.

The most popular parent education program in Canada today is *Nobody's Perfect*. It was developed in the early 1980s by a coalition of health groups in Atlantic Canada in partnership with Health and Welfare Canada. *Nobody's Perfect* was not developed from a particular theoretical framework; however, its principles are consistent with a human ecological framework (e.g., Belsky, 1984). *Nobody's Perfect* is directed to parents who are young, single, geographically or socially isolated, or have low income or little formal education (Health and Welfare Canada, 1988). Its goals include increasing parental knowledge about the development of infants and preschool children, developing parents' confidence in parenting, expanding their social support network, and increasing their problem-solving skills. Generally, it is offered weekly to small groups of six to 12 participants over a six to 10 week period. Groups are led by a trained facilitator and tailored to meet the needs of each group of parents. The program can be offered to a parent on a one-to-one basis in the home. Because *Nobody's Perfect* was developed in Canada, program materials are available in French, English, and several other languages to meet the needs of Canada's multicultural society. As a result of substantial funding from the federal government, the use of *Nobody's Perfect* spread quickly across the country.

In addition to the programs specifically devoted to parent education, Canadian-developed family literacy programs like *Parent-Child Mother Goose* emerged on the scene in the 1980s (Mayfield, 2001). The goals of this program are to promote language and literacy development in young children and to strengthen parent-child relationships through rhymes, songs, and stories (Lottridge, 1998). Although initially targeted to low-income, socially isolated, or immigrant parents, *Parent-Child Mother Goose* is now

available to a wide variety of families. Family literacy programs grew quickly in popularity across Canada throughout the 80s and 90s. A variety of programs and centres - like the Parenting and Family Literacy Centres in Toronto - have sprung up across the country and focus on both increasing literacy in children and parents and on improving parenting skills (Mayfield, 2001). Parent education also has been an important component of other early childhood education programs like *Head Start* in the United States and *Aboriginal Head Start* in Canada. *Aboriginal Head Start* is offered across the country and is targeted to preschoolers and their families (Health Canada, 2000).

Finally, there are also numerous special parenting programs that have been developed to assist parents with special needs children. These are generally offered through a hospital or health care facility and often have been developed in-house. In addition to formal parent education for parents of special needs children, many of these programs have parent support groups led by parents.

The Nature of Parent Education in Canada Today

Given our history of parent education, it is not surprising that there is no single model of parent education in Canada today. Nor is there a single policy governing the provision of parent education. Instead, a broad assortment of formal and informal parent education options are available to Canadian parents. Parent education may be offered as part of health programs, child welfare programs, early childhood education programs, or family life education programs.

The health care system continues to be a major player in the provision of parent education in Canada. The first, and often the only, formal parent education for parents is prenatal and childbirth education. About 60% of Canadian women who give birth attend such classes (Levitt, Hanvery, Avard, Chance & Kaczorowski, 1995) offered through hospitals, public health clinics, and private agencies. Virtually all hospitals provide parent education for breastfeeding and over half provide more general parent education (Levitt et al., 1995).

Canada offers a number of prevention and early interventions programs directed to "at-risk" families. These focus on parent education or involve a parent education component. Some are funded federally (e.g., Child Development

Initiative and the Community Action Program for Children) and others provincially (e.g., New Brunswick's *Early Childhood Initiatives* and Ontario's *Better Beginnings, Better Futures*. Programs vary widely depending on location (Stroick & Jenson, 1999).

Home visitation programs have grown across Canada, especially during the 1990s. These programs are not universally available, but are targeted to families at-risk. They operate on the premise that one of the best ways to assist parents is to help them in their homes rather than requiring them to seek assistance in their communities (Gomby, Culross, & Behrman, 1999). Most models go beyond providing strictly parent education. In addition to promoting child development, enhancing parenting skill, and optimizing parent-child relationships, many home visitation programs also focus on building maternal health and life-course competence, and provide social support, practical assistance, and assistance in linking families with other community resources. Home visitation programs differ in their target populations (e.g., families with special needs children, parents at-risk for abuse) as well as in their onset, duration, and intensity of services. Programs may begin during pregnancy, after birth, or at some later stage, last for several weeks or several years, and may involve weekly or monthly visits (Wagner & Clayton, 1999). One of the more popular home visitation programs is *Parents as Teachers (PAT)*. Canada has a version of this program adapted for aboriginal families. Compared to many home visitation programs, *PAT* is relatively inexpensive since it uses parent educators with a wide variety of backgrounds rather than relying solely on public health nurses.

Formal group-delivered parent education programs continue to be popular. In general, these programs advocate a democratic approach to parenting and focus on improving parents' communication skills and problem solving skills. Most contemporary programs espouse a balance between nurture and structure in parenting. Rather than punishment, the use of reasoning and natural and logical consequences to deal with misbehaviour is advocated. Some programs also focus on parents' self-awareness and self-care and provide assistance to parents in building strong social support networks. *Nobody's Perfect* continues to be the program offered most frequently across Canada. A recent Alberta survey found that *Nobody's Perfect* was offered more than twice as often as any other

program (Jespersen, 2000).

Increasingly, programs are being developed or modified for distinct target populations. For example, since parents of teens face different parenting challenges than do parents of younger children, programs have been developed or modified for parents of teenagers (see Health Canada, 1999, for a review of programs and resources available in Canada for parenting teens). The three most popular programs for parents of teens are *STEP/Teen*, *Active Parenting of Teens*, and *Developing Capable People*. All three are commercial programs developed in the United States; none is available in French. However, *Developing Capable People* has been modified by Chris Rush to reflect the Canadian context (Health Canada, 1999).

Sometimes, programs like *Nobody's Perfect* are adapted for aboriginal parents or parents belonging to a particular immigrant group. Other programs have been developed for Canada's aboriginal peoples (Mental Health Advisory Services, 1993) and for parents facing difficult life transitions such as divorce, remarriage, single parenting. For example, Alberta's mandatory *Parenting After Separation Seminars* was developed to provide parents with information about the divorce process and the impact of divorce on children, to foster effective communication, to encourage development of a parenting plan, and to encourage the use of mediation (Sieppert, Lybarger, Bertrand, & Hornick, 1999).

Future Directions: From Parent Education to Parent Support

As we enter the new millenium, changes in family structure, community composition, and the demography of society add new challenges to those already faced by parents. The content/nature of parent education, its delivery mode, the organization of service delivery, and philosophy and policy guiding the provision of parent education must evolve to meet the changing needs of families.

Parent educators have identified several trends suggesting the need to develop new programs or modify existing programs. First is the acknowledgment that parent education and training alone cannot address the needs of all parents. Many parents are isolated from the support of extended families, and young, single parents with lower income levels and little

formal education are especially likely to be isolated from extended family and community support. Thus, we are witnessing an evolution from programs with the primary focus on parent education to more comprehensive family support programs in which parent education is one component (Mayfield, 2001; Webster-Stratton, 1997).

Second, parent educators report that the increasing role of fathers in childrearing should lead to their increased participation in parent education programs (Arcus, 1993). This has resulted in some programs being offered to couples and other programs being provided solely for dads. Parent educators report that many fathers prefer men's only groups and are more likely to participate in discussion when women are not present (Moore, 2001). In addition, men prefer "hands-on" experience over discussion, thus their needs may be more likely to be met if programs have a parent-child interaction component. There is a need for more research on fathers' needs and the type of programming that best meets their needs.

A third trend is the development of parenting programs targeting specific cultural groups (Hildreth & Sugawara, 1993). Increasingly, program developers and parent educators require knowledge of cultural diversity and an ability to present programs that are sensitive to, and respectful of, this diversity. There is an increasing demand for programs that address the challenge faced by many immigrant parents of "parenting in two cultures" (Moore, 2001).

Fourth, there is increasing recognition of the need for specialized programs. For example, there is demand for programs that focus on parenting in non-traditional families and that can address the needs of gay parents, step-parents, grandparents, etc. In addition, there is a need for programs tailored to parents of children with special problems and needs.

Finally, there is an increasing trend for larger agencies to develop their own "in-house" programs; whereas, smaller agencies tend to purchase commercial programs but customize them to fit the needs of their clients (Moore, 2001). One of the reasons for "in-house" development of programs has been the lack of commercial programs that fit the Canadian scene (Health Canada, 1999). These individualized programs have the advantage of being tailored to meet the needs of specific groups of Canadian parents; however,

much duplication of effort in program development is occurring across the country.

One of the most serious problems facing parent education and support in Canada is the fragmentation of services, programs, and resources. The lack of an integrated national policy on parent education and the division of responsibility for child and family well-being across levels of government, combined with the way parent education developed in Canada over the past 100 years, has led to this fragmentation. Although the establishment of family resource centres is an attempt to coordinate the provision of services in a given community, fragmentation, duplication, and gaps in services exist. The lack of a single theoretical framework to guide policy and program development has resulted in a plethora of programs with a multitude of strategies all working toward the vague goal of enhancing child and family well-being. Although many organizations from different sectors share the goals of supporting parents and of promoting the health and well-being of children and families, there is no national mechanism by which these organizations can share their knowledge and resources (Health Canada, 1999). Finally, a lack of comprehensive, outcome evaluation studies has left researchers and practitioners unsure of the particular program components and delivery modes that are most effective for various sub-groups of parents and children (Gottlieb, Feeley, & Baker, 1995; Meisels, Dichtelmiller, & Liaw, 1993). Thus, it is virtually impossible to compare the cost-effectiveness of differing programs.

The future of parent education in Canada would benefit from the development of comprehensive and integrated policy and programming bringing together the health care, social services, and education sectors. A national clearinghouse for information on programs and resources would facilitate sharing of resources and expertise. Comprehensive, long-term, outcome evaluation projects are long overdue and are necessary for sound decision-making. The formation of community and university partnerships will bring research expertise into the community, and contribute to linkages between theory, research, and practice.

Parenting can be one of the most rewarding and fulfilling of human experiences, and yet it is a challenging and sometimes onerous responsibility for many parents. By working together, governments, policy makers, child and

family scholars, and parent educators can ensure the availability of effective parent education programs and resources to meet the needs of an increasingly diverse Canadian parent population in the 21st century.

References

- Abeebe, C. C. (1988). "The mothers of the land must suffer": Child and maternal welfare in rural outpost Ontario, 1918-1940. *Ontario History*, 80(3), 183-205.
- Arcus, M. E. (1993). Looking ahead in family life education. In M. E. Arcus, J. D. Schvaneveldt & J. J. Moss (Eds.), *Handbook of family life education: Vol. 1. Foundations of family life education* (pp. 229-246). Newbury Park, CA: Sage.
- Atkin, W. (1998). "Babies of the world unite": The early day-care movement and family formation in the 1970's. In L. Chambers, & E. A. Montigny (Eds.), *Family matters: Papers in post-confederation Canadian family history* (pp.57-70). Toronto: Canadian Scholars' Press.
- Barkley, R.A. (1987). *Defiant children: A clinician's manual for parent training*. New York: Guilford Press.
- Belsky, J. (1984). The determinants of parenting: A process model. *Child Development*, 55, 83-96.
- Brock, G. W., Oertwein, M., & Coufal, J. D. (1993). Parent education: Theory, research, and practice. In M. E. Arcus, J. D. Schvaneveldt & J. J. Moss (Eds.), *Handbook of family life education: Vol. 2. The practice of family life education* (pp. 87-114). Newbury Park, CA: Sage.
- Comacchio, C. R. (1999). *The infinite bonds of family: Domesticity in Canada, 1850-1940*. Toronto: University of Toronto Press.
- Dinkmeyer, D., & McKay, G.D. (1976). *STEP (Systematic training for effective parenting): The parent's handbook*. Circle Press, MN: American Guidance Service.
- Ellis, C. (1989). Reflecting our professionalism: The journals. In N. Bannermans, S. Rebus, & A. Smith (Eds.), *We are tomorrow's past: History of the Canadian Home Economics Association* (pp. 22-23). Ottawa: Canadian Home Economics Association.
- Faber, A., & Mazlich, E. (1980). *How to talk so kids will listen and listen so kids will talk*. New York: Avon.
- Fine, M.J. (1980). The parent education movement: An introduction. In M.J. Fine (Ed.), *Handbook on parent education*. New York: Academic Press.
- Ginott, H.G. (1961). *Between parent and child*. New York: Avon Books.
- Gomby, D.S., Culross, P.L., & Behrman, R.E. (1999). Home visiting: Recent program evaluations—analysis and recommendations. *The Future of Children*, 9(1), 4-26.
- Gordon, R. (1970). *Parent effectiveness training*. Berkenfield, NJ: Penguin.
- Gottlieb, L.N., Feeley, N., & Baker, N. (1995). *Parent education programs: Effectiveness in improving child mental health*. Ottawa: Child Welfare League of Canada.
- Health Canada (2000). *Aboriginal Head Start: Urban and northern initiative (Biennial Report 1998/1999, 1999/2000)*. Ottawa: Aboriginal Childhood and Youth, Childhood and Youth Division, Health Canada.
- Health Canada (1999). *Parenting today's teens: A survey and review of resources*. (Cat: H39-462/1999E). Ottawa: Minister of Public Works and Government Services Canada.
- Health and Welfare Canada (1988). *Nobody's Perfect: Training manual*. Ottawa: Minister of Public Works and Government Services Canada.
- Hildreth, G.J., & Sugawara, A.I. (1993). Ethnicity and diversity in family life education. In M. E. Arcus, J. D. Schvaneveldt & J. J. Moss (Eds.), *Handbook of family life education: Vol. 1. Foundations of family life education* (pp. 162-188). Newbury Park, CA: Sage.
- Invest in Kids Foundation. (1999, March 30). *The parent poll: A national survey of parents of children under six (Highlights)*. Retrieved August 19, 2001 from <http://www.investinkids.ca>
- Jespersen, H. (2000). *Alberta parenting education project (summary)*. Edmonton, Alberta: Edmonton Social Planning Council.
- Levitt, C., Hanvery, L., Avard, D., Chance, G., & Kaczorowski, J. (1995). *Survey of routine maternity care and practices in Canadian hospitals*. Ottawa: Health Canada and Canadian Institute of Child Health.
- Lewis, N. L. (1982-83). Creating the little machine: Child rearing in British Columbia, 1919-1939. *BC Studies*, Winter (56), 44-60.
- Lewis-Rowley, M., Brasher, R. E., Moss, J. J., Duncan, S. F., & Stiles, R. J. (1993). The evolution of education for family life. In M. E. Arcus, J. D. Schvaneveldt & J. J. Moss (Eds.), *Handbook of family life education: Vol. 1. Foundations of family life education* (pp. 26-50). Newbury Park, CA: Sage.
- Lottridge, C. (1998). The Parent-Child Mother Goose program. In A. Thomas (Ed.), *Family literacy in Canada: Profiles of effective practices* (pp.119-126). Welland, ON: editions Soleil publishing.
- Mayfield, M. I. (2001). *Early childhood education and care in Canada*. Toronto: Prentice Hall.
- MacDonald, C. (1986). *Adelaide Hoodless: Domestic crusader*. Toronto: Dundurn Press.
- Mental Health Advisory Services (1993). *The 1993-94 resource list of parenting programs used by First Nations and the Inuit*. Ottawa: Health Canada, Medical Services Branch.
- Meisels, S.J., Dichtelmiller, M., & Liaw, F.R. (1993). A multidimensional analysis of early childhood intervention programs. In C.H. Zeaah, Jr. (Ed.), *Handbook of infant mental health*, pp. 361-385. New York: Guilford Press.
- Moore, M. (2001). *A survey of current and future trends in parent education*. Poster presentation at the annual meeting of the Canadian Association for Research in Home Economics, Congress 2001, Quebec City.
- Patterson, G.R., & Guillion, M.E. (1971). *Living with children: New methods for parents and teachers*. Champaign, Illinois: Research Press.
- Pedersen, D. (1981). 'The scientific training of mothers': The campaign for domestic science in Ontario schools, 1890-1913. In R. A. Jarrell, & A. E. Roos (Eds.), *Critical issues in the history of Canadian science, technology and medicine* (pp. 178-194). Thornhill, Ontario: HSTC Publications.
- Popkin, M. (1983). *Active parenting handbook*. Atlanta: Active Parenting Publishers.
- Sieppert, J.D., Lybarger, D.S., Bertrand, L.D., & Hornick, J.P. (1999, December). *An evaluation of Alberta's parenting after separation seminars*. Edmonton: Canadian Research Institute for Law and the Family.
- Somerville, S. (1989). Meeting and sharing: The conventions. In N. Bannermans, S. Rebus, & A. Smith (Eds.), *We are tomorrow's past: History of the Canadian Home Economics Association* (pp. 71-72). Ottawa: Canadian Home Economics Association.
- Stroick, S.M., & Jensen, J. (1999). *What is the best policy mix for Canada's young children?* [CPRN Study No. F/09]. Ottawa: Canadian Policy Research Networks.
- Strong-Boag, V. (1982). Intruders in the nursery: Childcare professionals reshape the years one to five, 1920-1940. In J. Parr (Ed.), *Childhood and family in Canadian history* (pp. 160-178). Toronto: McClelland & Stewart.
- Wagner, M.M., & Clayton, S.L. (1999). The Parents as Teachers program: Results from two demonstrations. *The Future of Children*, 9(1), 91-115.
- Webster-Stratton, C. (1997). From parent training to community building. *Families in Society: The Journal of Contemporary Human Services*, April/March, 156-171. ■

L'éducation parentale au Canada : Hier, aujourd'hui et demain

BERNA J. SKRYPNEK

La Revue canadienne d'économie familiale a invité Mme Berna Skrypnik (Ph.D.) à discuter de l'évolution et de l'état actuel de l'éducation parentale au Canada. Nous désirons remercier Mme Skrypnik de sa contribution à la Revue.



mesures de promotion s'adressent, quant à elles, aux parents qui souhaitent améliorer leurs compétences parentales et promouvoir un mieux-être familial.

Au cours du siècle dernier, une vaste sélection de services, de

programmes, de ressources et de soutiens communautaires ont été mis sur pied afin d'aider les parents à assumer leur rôle. En raison de l'évolution unique de leur mise sur pied au Canada, ces services et ces programmes sont

Au XXI^e siècle, le rôle parental présente de nombreux défis pour les parents canadiens. En raison des bouleversements survenus au plan de la composition de la famille et de la communauté, du nombre croissant de familles vivant dans la pauvreté et des exigences multiples que les parents doivent affronter afin de répondre à des responsabilités professionnelles et familiales concurrentielles, l'art d'être parent en ce nouveau millénaire est devenu une entreprise de plus en plus complexe. Bon nombre de parents canadiens démontrent un manque de connaissances sur le rôle de parent et le développement de l'enfant, un manque de confiance en leurs compétences parentales, un manque de soutien émotif et pratique dans leur rôle de parent et le désir d'accroître leurs connaissances sur les relations parents-enfants et le développement de l'enfant (*Invest in Kids Foundation*, 1999). L'éducation parentale est l'un des moyens permettant de répondre à ces besoins.

L'éducation parentale est un terme général qui fait référence à une vaste gamme de programmes et de ressources visant à aider les parents dans leur rôle. L'éducation parentale consiste généralement à favoriser l'acquisition de connaissances ou le perfectionnement de compétences devant permettre d'améliorer les habiletés parentales. Elle peut inclure des interventions de counselling ou de formation à titre individuel, des programmes éducatifs offerts à des groupes de parents et un vaste choix de matériel éducatif diffusé par les médias de masse, notamment des livres, des revues, des bulletins, des brochures, des bandes-vidéo, et l'Internet (Brock, Oertwein & Coufal, 1993). On peut insister sur les stratégies correctives, la prévention ou la promotion du bien-être familial. Les mesures correctives sont axées vers les parents qui ont été reconnus comme abusifs, négligents ou ne possédant pas des compétences parentales suffisantes. La participation à ces programmes peut être volontaire ou imposée par le tribunal. Les approches préventives sont destinées aux parents appartenant à un groupe à risque, compte tenu de leur parcours de développement, de leur jeune âge, de leur faible scolarité ou revenu, de l'absence de réseau de soutien social ou des défis particuliers auxquels ils doivent faire face (ex. : des parents en situation de divorce). Leur participation est habituellement volontaire. Les

Résumé

L'éducation parentale englobe aujourd'hui une vaste gamme de programmes, de soutiens et de ressources qui visent à aider les parents à assumer leur rôle. Le présent article passe en revue l'évolution de l'éducation parentale au Canada, décrit la situation actuelle et détermine les orientations des futurs programmes et politiques en matière d'éducation des parents. Au Canada, les programmes d'éducation et de soutien des parents sont issus de trois mouvements distincts : l'économie familiale, la santé publique et la protection de l'enfance ainsi que l'éducation préscolaire. Alors que les programmes antérieurs étaient plus orientés vers l'éducation et la formation des parents, les programmes actuels ont davantage tendance à englober une combinaison d'éducation et d'autres formes de soutien parental. L'accent peut ainsi être mis sur les stratégies correctives, la prévention ou la promotion du bien-être de la famille.

Les options contemporaines incluent des programmes d'éducation prénatale, de préparation à la naissance et d'éducation post-partum, de visites à domicile, d'éducation parentale en groupe, d'alphabetisation familiale, de groupes de soutien aux parents et une pléthore de communications des médias de masse sur le rôle parental. En raison de l'évolution unique du développement de l'éducation parentale et des programmes connexes au Canada, les services et les programmes sont plutôt fragmentés. De plus, compte tenu des changements survenus au plan de la structure familiale et de la démographie, les programmes actuels ne répondent pas aux besoins d'un grand nombre de parents canadiens. Nous discuterons ici des nouvelles tendances en matière de programmes et de suggestions afin de réduire la fragmentation des services.

L'auteure

Berna Skrypnik (Ph.D.) est professeure adjointe au département d'écologie humaine de l'Université de l'Alberta. Ses travaux de recherche portent sur l'élaboration de politiques et de programmes qui visent à consolider les relations familiales et à favoriser le mieux-être individuel. Son programme de recherche principal met l'accent sur les pratiques qui permettent d'améliorer les relations parents-enfants. Ses projets actuels traitent de l'évaluation de l'efficacité des interventions parentales ainsi que de l'évaluation des facteurs de risque et de compensation au moment de briser le cycle intergénérationnel de la violence et des mauvais traitements faits aux enfants. Mme Skrypnik s'intéresse également au rapport travail-famille et au rôle des politiques en matière de travail et de la famille dans le soutien aux parents et la promotion de relations familiales saines.

plutôt fragmentés. Le présent article passe en revue l'évolution de l'éducation parentale au Canada, décrit la situation actuelle et détermine les orientations des futurs programmes et politiques en matière d'éducation parentale afin de répondre aux besoins des parents canadiens en ce XXI^e siècle.

Évolution de l'éducation parentale au Canada

Les origines : l'économie familiale, la santé publique et l'éducation préscolaire (de 1890 à 1950)

Au Canada, l'éducation parentale tire ses origines de l'économie familiale, de la santé publique et de l'éducation préscolaire, chacune de ces disciplines ayant contribué à notre connaissance du développement de l'enfant, des relations parents-enfants et à l'offre actuelle des programmes et des ressources en éducation parentale.

Dans son ouvrage intitulé *A Treatise on Domestic Economy* (publié pour la première fois en 1840 aux États-Unis), Catherine Beecher reconnaissait qu'un grand nombre de jeunes femmes ne disposaient pas des connaissances nécessaires pour jouer adéquatement leurs rôles d'épouse et de mère.

Mme Beecher soulignait la nécessité d'offrir une éducation familiale aux femmes et proposait que « l'économie domestique devienne une science égale aux autres sciences » (trad.) (Catherine Beecher, telle que citée dans Lewis-Rowley, Brasher, Moss, Duncan & Stiles, 1993). Au Canada, le mouvement visant à introduire les programmes d'économie familiale dans les écoles et les universités a été mené par Adelaide Hoodless. Celle-ci affirmait que :

La gestion du foyer a une influence plus directe sur la formation du caractère que

toute autre chose, en raison de la place importante qu'elle occupe au cours des premières années de vie du jeune enfant, durant l'étape la plus plastique de son développement. Nous sommes donc justifiés dans notre volonté d'obtenir une place de choix pour l'enseignement de l'économie familiale ou domestique dans les établissements de ce pays. (Hoodless, vers 1894, telle que citée dans MacDonald, 1986).

Les cours en sciences domestiques ont été introduits au Canada dans le système scolaire de l'Ontario au cours des années 1890 et, dès 1902, l'Université de Toronto créait un baccalauréat en sciences domestiques d'une durée de quatre ans (Pedersen, 1981). Ces premiers programmes mettaient l'accent sur l'importance de l'hygiène et d'une nutrition appropriée dans les soins prodigués aux jeunes enfants.

Par comparaison au mouvement de l'économie familiale, le mouvement de la santé publique a joué un rôle tout aussi important sinon plus significatif au plan de la scientification de l'éducation parentale au Canada. Au tournant du siècle, un nourrisson sur cinq mourrait au cours de sa première année de vie. D'après l'enquête sur la mortalité infantile menée en 1910 par le Dr Helen MacMurchy, les chefs de file du mouvement de santé publique ont conclu que l'ignorance et la négligence des mères étaient, en partie, responsables du taux élevé de mortalité infantile (Abeele, 1988). Cette situation a mené à l'introduction de programmes de santé publique de nature principalement éducative. Les principales initiatives incluaient, entre autres, des séminaires sur la santé, des programmes de visites à domicile et la distribution massive de matériel éducatif. Les infirmières de santé publique ont joué un rôle clé dans les cliniques et les programmes de visite à domicile. Elles ne visaient pas à traiter les nourrissons et les enfants, mais plutôt à renseigner les mères et à superviser les soins qu'elles leur prodiguaient. Grâce aux visites à domicile, ces infirmières ont pu se rendre compte de la pénurie de ressources dont disposaient bon nombre de familles et reconnu les limites d'une approche éducative face aux problèmes de santé des mères et des enfants (Abeele, 1988). L'éducation est tout de même demeurée le principal objectif de ce mouvement.

En 1921 Helen MacMurchy et le personnel de la toute nouvelle division de la protection de l'enfance du ministère fédéral de la Santé publiaient *The Canadian Mother's Book* qui traitait du développement physique du jeune enfant et prescrivait des façons de faire pour nourrir, éduquer et soigner les bébés. Publié en français et en anglais, cet ouvrage est rapidement devenu populaire partout au pays (Lewis, 1982-1983). Par la suite, en 1923, le Dr Alan Brown, pédiatre renommé à l'échelle internationale et responsable du département de pédiatrie de l'école de médecine de l'Université de Toronto, publiait *The Normal Child: Its Care and Its Feeding*. Le Dr Brown cautionnait l'hypothèse de la « tabula rasa ». Il croyait, en effet, qu'il était de la

responsabilité des parents de former ou de façonner leurs enfants afin qu'ils deviennent des adultes responsables, obéissants et autonomes. On retrouvait dans son ouvrage des horaires détaillés et très stricts que les parents devaient suivre au moment de donner des soins à leur enfant, particulièrement en ce qui touchait l'alimentation, le sommeil et l'hygiène. On conseillait aux parents de ne pas prendre l'enfant dans leurs bras chaque fois qu'il pleurait ou de ne pas lui donner trop d'attention à ces moments, parce que ces gestes risquaient d'avoir une influence négative sur son caractère (Lewis, 1982-83; Strong-Boag, 1982). Le Dr Brown blâmait les mères quand les enfants n'acquiesçaient pas des habitudes régulières.

Lors des séminaires ou dans le cadre des programmes de visites à domicile, les infirmières de santé publique tentaient d'apprendre aux mères les stratégies systématiques du Dr Brown (Lewis, 1982-1983). Les mères étaient inondées de conseils sur l'éducation des enfants par le biais de conférences publiques, d'émissions de radio, d'articles dans les journaux et les revues, de bulletins, de brochures et de manuel publiés par le gouvernement (Comacchio, 1999; Lewis, 1982-83; Strong-Boag, 1982). D'après Comacchio, cette « campagne de maternité scientifique » encourageait les mères à faire fi des méthodes traditionnelles d'éducation des enfants et à ne pas tenir compte des conseils des parents et des voisins et à suivre plutôt les conseils de spécialistes dans le domaine.

Le mouvement fondé sur l'étude de la petite enfance et la maternelle a également joué un rôle de premier plan en contribuant à l'éducation parentale au Canada, au cours des années 1920 et 1930. En 1925, le Dr William Blatz, pédopsychologue et pédiatre, fondait le tout premier centre d'étude sur l'enfant et la première école maternelle, la *St. George's School for Child Study*, à l'Université de Toronto (Atkin, 1998). La participation et l'éducation des parents ont joué un rôle complémentaire dans les premières écoles maternelles canadiennes. L'école St. George comptait deux divisions – celle de l'école maternelle et celle de l'éducation parentale (Mayfield, 2001).

En 1930, William Blatz et Helen Bott ont publié *The Management of Young Children* qui est devenu, à l'époque, le manuel le plus populaire sur l'art d'être parent. On y soulignait le rôle déterminant que jouait le parent dans le développement de l'enfant. On y faisait peu de cas des différences individuelles parmi les enfants ou de l'incidence que les enfants avaient sur les parents et le système familial.

Éducation parentale au cours des années 1940 et 1950

Au cours des années 1940 et 1950, le Canada a été témoin du foisonnement des programmes d'économie familiale dans les universités de tout le pays. L'économie familiale est alors devenue la force dominante orientant la recherche,

l'enseignement et la pratique de l'éducation à la vie familiale (Lewis-Rowley *et al.*, 1993). L'Association canadienne d'économie familiale a alors commencé à inviter des conférenciers spécialisés en éducation à la vie familiale et en relations familiales lors de son congrès annuel, et les économistes familiaux ont joué un rôle crucial en ce qui touche l'éducation parentale en milieu rural (Ellis, 1989; Sommerville, 1989).

Des maternelles coopératives ont ensuite été fondées et administrées par des parents canadiens désireux d'offrir des expériences préscolaires de qualité à leurs jeunes enfants. Un élément important de ces coopératives avait trait à leur fonction d'éducation auprès des parents (Mayfield, 2001). Ces maternelles incluaient des groupes d'étude pour mères qui se réunissaient sur une base régulière afin d'écouter des spécialistes s'entretenir de sujets d'intérêt. La croissance des prématernelles coopératives a connu un ralentissement au cours des années 1970 alors qu'un nombre plus élevé de mères entraient sur le marché du travail et avaient besoin de services de garde à plein temps.

L'émergence des programmes officiels de compétences parentales en Amérique du Nord (1960-1990)

À la suite du développement de la recherche et de la théorie en psychologie, dans les domaines du développement de l'enfant, de la personnalité, de l'apprentissage et du counselling, les années 1960 et 1970 ont connu une nouvelle explosion de conseils à l'intention des parents sous forme de manuels et de programmes du style « pourquoi » et « comment » être parent. Ces programmes étaient généralement influencés par trois écoles de pensée : la psychologie adlérienne, l'humanisme et le comportementisme.

S'appuyant sur la théorie de la personnalité adlérienne, les opinions de Rudolf Dreikurs sur le développement de l'enfant et des relations parents-enfants ont eu de profondes répercussions sur l'éducation des parents et le counselling familial en Amérique du Nord. M. Dreikurs était d'avis que les pratiques traditionnelles autoritaires étaient dépassées dans la société nord-américaine. Il préconisait donc un style parental démocratique qui valorisait l'égalité sociale et le respect mutuel entre tous les membres de la famille (Fine, 1980). Rudolf Dreikurs critiquait l'utilisation de récompenses et de punitions par les parents et proposait plutôt le recours à des conséquences naturelles et logiques pour discipliner les enfants. Il a ainsi mis au point l'un des premiers programmes formels d'éducation parentale basés sur des groupes d'étude dirigés par un animateur. Les programmes d'éducation parentale contemporains s'appuient toujours sur les notions de Dreikurs.

Au cours des années 1970, Dinkmeyer et McKay (1976) ont étudié les idées de Rudolf Dreikurs sur les compétences parentales et mis au point un programme intitulé **Systematic Training for Effective Parenting** ou **STEP**. Ce programme a

été introduit au Canada dans les années 1970. **STEP** a continué d'évoluer et offre maintenant des programmes distincts pour les parents d'enfants d'âge préscolaire et d'adolescents.

Des programmes d'éducation parentale d'orientation humaniste ont aussi vu le jour dans les années 1960. Ces programmes aidaient généralement les parents à développer une compassion et une empathie accrues à l'égard de leurs enfants, à mieux comprendre la relation entre les sentiments des enfants et leurs comportements et à valider les expériences émotives de leurs enfants. Ginott (1961) et Gordon (1970), tous deux psychothérapeutes, ont élaboré et offert à de petits groupes de parents des programmes d'éducation parentale dirigés par des animateurs compétents. Les deux programmes mettaient l'accent sur l'acquisition et le perfectionnement des habiletés des parents dans leurs relations interpersonnelles, l'utilisation d'habiletés facilitant la communication avec les enfants (ex. : l'utilisation de l'écoute active, l'empathie, l'identification et la validation des sentiments, le recours au « je », etc.) et le perfectionnement des habiletés en matière de résolution de problèmes. Aujourd'hui encore, l'importance accordée aux habiletés en matière de communication et de résolution de problèmes continue de faire partie intégrante de la majorité des programmes d'éducation parentale.

Le programme *Parent Effectiveness Training (PET)* de Gordon a été offert à de multiples reprises au Canada au cours des années 1970 et 1980 et continue de l'être à l'occasion aujourd'hui. Une version plus contemporaine des programmes humanistes *How to Talk So Kids Will Listen et Listen So Kids Will Talk* a été produite par Faber et Mazlich (1980) et introduite au Canada dans les années 1980. Celui-ci demeure l'un des programmes les plus populaires offerts au Canada au cours de la dernière décennie.

En fusionnant les perspectives adlérienne et humaniste, Michael Popkin (1983), un thérapeute familial américain, a mis au point *Active Parenting*, le premier programme d'éducation parentale à adopter un format vidéo. *Active Parenting et Active Parenting of Teens* sont deux des programmes d'éducation parentale les plus souvent offerts actuellement au Canada. Toutefois, des éducateurs canadiens ont exprimé quelques inquiétudes à propos de l'adoption générale de programmes commerciaux d'éducation parentale en provenance des États-Unis. Ces programmes ne correspondent pas toujours au contexte canadien ni ne reflètent notre société multiculturelle. L'insuffisance de documents en français suscite aussi des préoccupations.

Au cours des années 1970, les points de vue behavioristes de John Watson et de B.F. Skinner ont donné lieu à la naissance d'une panoplie de programmes d'éducation parentale basés sur les techniques de modification du comportement. Ces programmes conseillaient aux parents de recourir à des stratégies cohérentes de récompense et de punition dans le but de modifier le comportement

de l'enfant. On s'appuyait sur l'hypothèse selon laquelle l'enfant adoptait des comportements indésirables parce que ces derniers avaient été récompensés par le passé. On enseignait alors aux parents comment récompenser les comportements positifs en utilisant les éloges, en accordant des privilèges et en mettant en place des systèmes de points, et en punissant les comportements négatifs en recourant aux pauses, aux retraits de privilèges et à la perte des points. Ces stratégies ont servi de base aux programmes tels que *Living With Children* (Patterson & Guillion, 1971).

La popularité des programmes de modification du comportement a diminué auprès des experts et des parents, exception faite des programmes qui s'adressent aux parents d'enfants ayant des troubles affectifs et comportementaux (ex. : *Defiant Children* de Barkley, 1987). Ces programmes sont habituellement offerts par des cliniciens compétents en association avec un établissement de soins de santé.

Le programme d'éducation parentale le plus populaire aujourd'hui au Canada est sans conteste *Y'a personne de parfait*, un programme conçu au début des années 1980, dans les provinces de l'Atlantique, par une coalition de groupes de santé en partenariat avec Santé et Bien-être social Canada. *Y'a personne de parfait* ne s'appuie pas sur un cadre théorique particulier; ses principes sont toutefois conformes à un cadre inspiré de l'écologie humaine (ex. : Belsky, 1984). *Y'a personne de parfait* s'adresse à des parents jeunes, seuls, isolés d'un point de vue géographique ou social, ayant un faible revenu ou peu de scolarité (Santé et Bien-être social Canada, 1988). Il a pour but d'accroître les compétences parentales sur le développement des bébés et des enfants d'âge préscolaire, de développer la confiance en soi chez les participants, d'élargir leur réseau de soutien social et d'augmenter leurs compétences en matière de résolution de problèmes. Il est habituellement offert une fois par semaine à de petits groupes formés de 6 à 12 participants, sur une période de 6 à 10 semaines. Les groupes sont dirigés par un animateur spécialement formé, et sont adaptés de façon à répondre aux besoins de chacun des groupes de parents. Le programme peut également être offert à titre individuel, à domicile. Puisque *Y'a personne de parfait* a été conçu au Canada, les ressources sont disponibles en français, en anglais et dans plusieurs autres langues dans le but de répondre aux besoins de la société multiculturelle canadienne. Grâce à un financement substantiel du gouvernement fédéral, le programme *Y'a personne de parfait* a connu une rapide diffusion partout au pays.

En plus des programmes consacrés spécifiquement à l'éducation des parents, des programmes d'alphabétisation familiale de conception canadienne comme *Parent-Child Mother Goose* ont vu le jour au cours des années 1980 (Mayfield, 2001). Ce programme avait pour objectifs de promouvoir l'acquisition du langage et de l'alphabétisme chez les jeunes enfants et de

consolider les relations parents-enfants à l'aide de comptines, de chansons et d'histoires (Lottridge, 1998). Même si le programme *Parent-Child Mother Goose* s'adressait initialement aux parents à faible revenu, socialement isolés ou immigrants, il est désormais offert à une grande variété de familles.

Les programmes d'alphabétisation familiale ont connu une rapide progression partout au Canada au cours des années 1980 et 1990. Divers programmes et centres – tels que les *Parenting and Family Literacy Centres* à Toronto – ont foisonné partout au pays et sont axés sur la hausse de l'alphabétisation chez les enfants et les parents, et l'amélioration des compétences parentales (Mayfield, 2001). L'éducation parentale a également constitué un important volet d'autres programmes d'éducation préscolaire tels que *Head Start* aux États-Unis et le *Projet d'aide préscolaire pour les enfants autochtones (PAPA)* au Canada. Le PAPA est offert partout au pays et s'adresse aux enfants d'âge préscolaire et à leurs familles (Santé Canada, 2000).

Enfin, on compte également de nombreux programmes d'éducation parentale particuliers qui ont été mis au point pour aider les enfants ayant des besoins spéciaux. Ces programmes sont habituellement offerts par l'intermédiaire d'un hôpital ou d'un établissement de soins de santé et ont souvent été conçus à l'interne. En plus de l'éducation parentale qui s'adresse aux parents d'enfants spéciaux, bon nombre de ces programmes peuvent compter sur des groupes de soutien parental dirigés par des parents.

La nature de l'éducation parentale au Canada, aujourd'hui

Compte tenu de l'évolution de l'éducation parentale, il n'est pas surprenant que nous ne puissions compter, aujourd'hui, sur un modèle unique d'éducation parentale au Canada. Il n'existe pas non plus de politique unique régissant la prestation de services d'éducation parentale. Les parents canadiens ont plutôt droit à une vaste panoplie de programmes d'éducation parentale formels et non formels. Cette éducation peut être offerte dans le cadre de programmes de santé, de protection de l'enfance, d'éducation préscolaire ou d'éducation familiale.

Le système de soins de santé demeure le principal intervenant dans la prestation de l'éducation parentale au Canada. La première, et souvent la seule option en matière d'éducation parentale est l'éducation prénatale et de préparation à la naissance. Près de 60 % des Canadiennes qui accouchent suivent ce genre de cours (Levitt, Hanvery, Avard, Chance & Kaczorowski, 1995) donnés par l'intermédiaire des hôpitaux, des cliniques de santé publique et d'organismes privés. Presque tous les hôpitaux offrent aux parents des cours d'allaitement maternel et plus de la moitié offrent une éducation parentale plus générale (Levitt et al., 1995).

Un certain nombre de programmes de prévention et d'intervention précoce s'adressent aux familles à risque. Ces programmes mettent l'accent sur l'éducation des parents ou incluent une composante en éducation parentale. Certains sont subventionnés par le gouvernement fédéral (l'Initiative pour le développement de l'enfant et le Programme d'action communautaire pour les enfants) et d'autres par les provinces (ex. : *Initiatives pour la petite enfance*, au Nouveau-Brunswick et *Partir d'un bon pas pour un avenir meilleur*, en Ontario). Les programmes varient grandement selon l'endroit où ils sont donnés (Stroick & Jensen, 1999).

Les programmes de visites à domicile ont connu une forte croissance partout au Canada, particulièrement au cours des années 1990. Ces programmes ne sont pas disponibles à tous et s'adressent plutôt aux familles à risque. Ils s'appuient sur l'hypothèse que l'un des meilleurs moyens de porter assistance aux parents est de les aider dans leur foyer, plutôt que de les obliger à aller chercher de l'aide dans leur communauté (Gomby, Culross & Behrman, 1999). La plupart des modèles ne se contentent pas d'offrir une formation parentale. En plus de promouvoir le développement de l'enfant, d'accroître les compétences parentales et d'optimiser les relations parents-enfants, bon nombre de programmes de visites à domicile tentent également d'améliorer la santé maternelle et l'autonomie fonctionnelle, d'apporter un soutien social, une aide pratique et d'offrir un service d'aiguillage entre les familles et les autres ressources communautaires. Les programmes de visites à domicile visent des populations cibles différentes (ex. : les familles ayant des enfants spéciaux, les parents qui risquent d'avoir des comportements violents) et varient quant au moment de leur début, leur durée et l'intensité des services offerts. Les programmes peuvent débuter pendant la grossesse, après la naissance, ou un peu plus tard, s'échelonnent sur plusieurs semaines ou plusieurs années et requièrent des visites mensuelles ou hebdomadaires (Wagner & Clayton, 1999). L'un des programmes de visites à domicile les plus populaires est le *Parents as Teachers (PAT)*. Le Canada a recours à une version de ce programme qui a été adapté pour les familles autochtones. Comparativement à de nombreux autres programmes de visite à domicile, le *PAT* est relativement peu coûteux puisqu'il a recours aux parents éducateurs ayant des expériences très diverses, au lieu de se reposer uniquement sur les infirmières de santé publique.

Les programmes formels d'éducation parentale offerts en groupes continuent d'être populaires. Ces programmes préconisent généralement une approche démocratique à la formation parentale et visent surtout à améliorer les compétences en matière de communication et de résolution de problèmes. La plupart des programmes contemporains favorisent un équilibre entre la structure et les soins. Plutôt que de recourir à la punition, on privilégie le recours au raisonnement et à des conséquences naturelles et logiques pour

contrer la mauvaise conduite. Certains programmes insistent aussi sur le ressourcement et l'autonomie et aident les parents à établir des réseaux de soutien social solides. *Y'a personne de parfait* continue d'être le programme le plus souvent offert au Canada. Une enquête récente menée en Alberta a indiqué que ce programme était donné deux fois plus souvent que tout autre (Jespersen, 2000).

Les programmes sont de plus en plus élaborés ou modifiés à l'intention de populations cibles spécifiques. Ainsi, puisque les parents d'adolescents font face à des défis parentaux différents des parents d'enfants plus jeunes, les programmes ont été conçus ou modifiés pour les parents d'adolescents (pour un Répertoire des ressources et des programmes à l'intention des parents d'adolescents, voir Santé Canada, 1999). Les trois programmes les plus populaires sont *STEP/Teen*, *Active Parenting of Teens* et *Developing Capable People*. Il s'agit de trois programmes commerciaux élaborés aux États-Unis; aucun n'est disponible en français. Toutefois, Chris Rush a modifié *Developing Capable People* afin qu'il reflète le contexte canadien (Santé Canada, 1999).

Il arrive que des programmes tels que *Y'a personne de parfait* soient adaptés pour les parents autochtones ou les parents appartenant à un groupe immigrant particulier. D'autres programmes ont été mis au point pour les peuples autochtones du Canada (Service consultatif en matière de santé mentale, 1993) et pour les parents aux prises avec des problèmes de transition tels qu'un divorce, un remariage ou la monoparentalité. Par exemple, les séminaires obligatoires *Parenting After Separation Seminars* de l'Alberta ont été élaborés afin de procurer aux parents toute l'information nécessaire sur le processus de divorce et l'incidence du divorce sur les enfants, de favoriser une communication efficace, d'encourager la mise au point d'un plan d'éducation parentale et le recours à la médiation (Sieppert, Lybarger, Bertrand & Hornick, 1999).

Orientations futures : de l'éducation des parents au soutien parental

Alors que nous entrons dans un nouveau millénaire, les changements que connaissent la structure familiale, la composition de la communauté et la démographie sont autant de nouveaux défis qui s'ajoutent à ceux auxquels les parents sont déjà confrontés. Le contenu et la nature de l'éducation parentale, son mode de prestation, l'organisation de la prestation des services ainsi que la philosophie et la ligne directrice qui guident la prestation de l'éducation des parents doivent évoluer afin de répondre aux besoins changeants des familles. Les éducateurs de parents ont identifié plusieurs tendances suggérant la nécessité d'élaborer de nouveaux programmes ou de modifier les programmes existants. Il faut tout d'abord reconnaître que l'éducation parentale et la formation ne peuvent, à elles seules, répondre aux besoins de tous les

parents. Bon nombre de parents sont isolés et ne peuvent pas compter sur le soutien de leur famille élargie; les parents jeunes, seuls, ayant de faibles revenus et peu de scolarité ont particulièrement tendance à être isolés de la famille élargie et du soutien communautaire. Nous sommes donc témoins d'une évolution des programmes insistant principalement sur l'éducation des parents vers des programmes de soutien familial plus complets au sein desquels l'éducation n'est plus qu'une composante parmi d'autres (Mayfield, 2001; Webster-Stratton, 1997).

Deuxièmement, les éducateurs de parents signalent que le rôle accru des pères dans l'éducation des enfants devrait mener à leur participation accrue dans les programmes d'éducation parentale (Arcus, 1993). Certains programmes sont donc offerts aux couples tandis que d'autres le sont aux pères seulement. Les éducateurs de parents affirment qu'un grand nombre de pères préfèrent les groupes constitués exclusivement d'hommes et sont plus enclins à participer aux discussions lorsque les femmes ne sont pas présentes (Moore, 2001).

De plus, les hommes préfèrent l'expérience pratique aux discussions; ainsi, leurs besoins ont plus de chance d'être satisfaits dans le cadre de programmes dotés d'une composante d'interaction parent-enfant. Il est cependant nécessaire de mener de plus amples recherches sur les besoins des pères et le type de programmes qui répond le mieux à leurs attentes.

Une troisième tendance consiste en l'élaboration de programmes d'éducation parentale qui s'adressent à des groupes culturels spécifiques (Hildreth & Sugawara, 1993). Les responsables des programmes et les éducateurs de parents doivent avoir une certaine connaissance de la diversité culturelle et être en mesure de présenter des programmes qui relèvent le défi que les parents immigrants doivent souvent affronter, soit celui d'éduquer leurs enfants dans deux cultures différentes (Moore, 2001).

Quatrièmement, on reconnaît de plus en plus la nécessité de recourir à des programmes spécialisés. Par exemple, il faut concevoir des programmes qui traitent du rôle parental dans les familles non traditionnelles et qui peuvent répondre aux besoins des parents gais, des beaux-parents, des grands-parents, etc. Il faut également mettre sur pied des programmes adaptés aux parents d'enfants ayant des problèmes et des besoins spéciaux.

Enfin, il semble que les organismes de plus grande taille aient de plus en plus tendance à élaborer leurs propres programmes internes, alors que les organismes plus petits se tournent vers l'achat de programmes commerciaux et les adaptent afin de répondre aux besoins de leurs clients (Moore, 2001).

La pénurie de programmes commerciaux correspondant au contexte canadien est l'une des raisons qui motivent l'élaboration de programmes

internes (Santé Canada, 1999). Ces programmes individualisés ont l'avantage d'être adaptés aux besoins de groupes spécifiques de parents canadiens; toutefois, on remarque le dédoublement des efforts en matière d'élaboration de programmes à travers le pays.

L'un des problèmes les plus graves auquel doivent faire face l'éducation et le soutien des parents au Canada consiste en la fragmentation des services, des programmes et des ressources. L'absence de politique nationale intégrée sur l'éducation des parents et la division des responsabilités relatives aux enfants et au bien-être de la famille entre tous les paliers de gouvernement, combinée à la façon dont l'éducation parentale a été élaborée au Canada au cours des 100 dernières années, ont mené à cette fragmentation. Bien que l'établissement de centres de ressources familiales soit une tentative en vue de coordonner la prestation des services dans une communauté donnée, la fragmentation, le chevauchement et la pénurie de services demeurent. L'absence de cadre théorique unique afin de guider l'élaboration de politiques et de programmes a donné lieu à une pléthore de programmes et à une multitude de stratégies qui visent tous le vague objectif d'améliorer le bien-être de l'enfant et de la famille. Bien que de nombreux organismes de différents secteurs partagent l'objectif de soutenir les parents et de promouvoir la santé et le bien-être des enfants et des familles, il n'existe aucun mécanisme national au moyen duquel ces organismes pourraient partager leurs connaissances et leurs ressources (Santé Canada, 1999). Enfin, à cause de la rareté d'études complètes sur l'évaluation des résultats, les chercheurs et les praticiens ne sont pas en mesure de déterminer avec certitude les composantes de programme et les modes de prestation les plus efficaces pour les divers sous-groupes de parents et d'enfants (Gottlieb, Feeley & Baker, 1995; Meisels, Dichtelmiller & Liaw, 1993). Il est donc presque impossible de comparer la rentabilité des différents programmes.

L'avenir de l'éducation des parents au Canada bénéficierait de l'élaboration d'une politique et de programmes exhaustifs et intégrés qui rassembleraient les secteurs des soins de santé, des services sociaux et de l'éducation. Une centre national d'information sur les programmes et les ressources faciliterait le partage des ressources et de l'expertise. Des projets complets et à long terme d'évaluation des résultats se font attendre depuis longtemps et sont indispensables à une prise de décision éclairée. La formation de partenariats communautaires et universitaires permettra d'intégrer l'expertise en matière de recherche dans la communauté et de contribuer à l'établissement de liens entre la théorie, la recherche et la pratique.

Le rôle parental peut s'avérer l'une des expériences humaines les plus gratifiantes et les plus enrichissantes. Il s'agit pourtant d'une responsabilité exigeante et parfois très lourde pour un grand nombre de parents. En travaillant de concert, les gouvernements, les décideurs, les

spécialistes de l'enfant et de la famille ainsi que les éducateurs de parents peuvent garantir la disponibilité de programmes et de ressources efficaces en matière d'éducation des parents de façon à répondre aux besoins d'une population de plus en plus diversifiée de parents en ce XXI^e siècle.

Références

- Abeebe, C. C. (1988). "The mothers of the land must suffer": Child and maternal welfare in rural outpost Ontario, 1918-1940. *Ontario History*, 80(3), 183-205.
- Arcus, M. E. (1993). Looking ahead in family life education. Tiré de M. E. Arcus, J. D. Schvaneveldt & J. J. Moss (Eds.), *Handbook of family life education: Vol. 1. Foundations of family life education* (pp. 229-246). Newbury Park, CA: Sage.
- Atkin, W. (1998). "Babies of the world unite": The early day-care movement and family formation in the 1970's. Tiré de L. Chambers, & E. A. Montigny (Eds.), *Family matters: Papers in post-confederation Canadian family history* (pp. 57-70). Toronto: Canadian Scholars' Press.
- Barkley, R.A. (1987). *Defiant children: A clinician's manual for parent training*. New York: Guilford Press.
- Belsky, J. (1984). The determinants of parenting: A process model. *Child Development*, 55, 83-96.
- Brock, G. W., Oertwein, M., & Coufal, J. D. (1993). Parent education: Theory, research, and practice. Tiré de M. E. Arcus, J. D. Schvaneveldt & J. J. Moss (Eds.), *Handbook of family life education: Vol. 2. The practice of family life education* (pp. 87-114). Newbury Park, CA: Sage.
- Comacchio, C. R. (1999). *The infinite bonds of family: Domesticity in Canada, 1850-1940*. Toronto: University of Toronto Press.
- Dinkmeyer, D., & McKay, G.D. (1976). *STEP (Systematic training for effective parenting): The parent's handbook*. Circle Press, MN: American Guidance Service.
- Ellis, C. (1989). Reflecting our professionalism: The journals. Tiré de N. Bannermans, S. Rebus, & A. Smith (Eds.), *We are tomorrow's past: History of the Canadian Home Economics Association* (pp. 22-23). Ottawa: Association canadienne d'économie familiale.
- Faber, A., & Mazlich, E. (1980). *How to talk so kids will listen and listen so kids will talk*. New York: Avon.
- Fine, M.J. (1980). The parent education movement: An introduction. Tiré de M.J. Fine (Ed.), *Handbook on parent education*. New York: Academic Press.
- Ginott, H.G. (1961). *Between parent and child*. New York: Avon Books.
- Gomby, D.S., Culross, P.L., & Behrman, R.E. (1999). Home visiting: Recent program evaluations—analysis and recommendations. *The Future of Children*, 9(1), 4-26.
- Gordon, R. (1970). *Parent effectiveness training*. Berkenfield, NJ: Penguin.
- Gottlieb, L.N., Feeley, N., & Baker, N. (1995). *Parent education programs: Effectiveness in improving child mental health*. Ottawa: Ligue canadienne pour la protection de l'enfance.
- Santé Canada (2000). Le programme d'aide préscolaire aux Autochtones: Initiative urbaine et nordique (*Rapport biennal 1998/1999, 1999/2000*). Ottawa: Section de l'enfance et de la jeunesse autochtones, Division de l'enfance et de la jeunesse, Santé Canada.
- Santé Canada (1999). *Répertoire de ressources à l'intention des parents d'adolescents* (Cat. : H39-462/1999F). Ottawa: Ministère des travaux publics et des Services gouvernementaux.
- Santé et Bien-être social Canada (1988). *Y'a personne de parfait: Manuel de formation*. Ottawa: Ministère des Travaux publics et des Services gouvernementaux Canada.
- Hildreth, G.J., & Sugawara, A.I. (1993). Ethnicity and diversity in family life education. Tiré de M. E. Arcus, J. D. Schvaneveldt & J. J. Moss (Eds.), *Handbook of family life education: Vol. 1. Foundations of family life education* (pp. 162-188). Newbury Park, CA: Sage.
- Invest in Kids Foundation. (1999, March 30). *The parent poll: A national survey of parents of children under six (Highlights)*. Récupéré le 19 août 2001 de <http://www.investinkids.ca>
- Jespersen, H. (2000). *Alberta parenting education project (summary)*. Edmonton, Alberta: Edmonton Social Planning Council.
- Levitt, C., Hanvery, L., Avar, D., Chance, G., & Kaczorowski, J. (1995). Enquête sur les pratiques et les soins de routine dans les hôpitaux canadiens dotés d'un service d'obstétrique. Ottawa: Santé Canada et l'Institut canadien de la santé infantile.
- Lewis, N. L. (1982-83). Creating the little machine: Child rearing in British Columbia, 1919-1939. *BC Studies*, Winter (56), 44-60.
- Lewis-Rowley, M., Brasher, R. E., Moss, J. J., Duncan, S. F., & Stiles, R. J. (1993). The evolution of education for family life. Tiré de M. E. Arcus, J. D. Schvaneveldt & J. J. Moss (Eds.), *Handbook of family life education: Vol. 1. Foundations of family life education* (pp. 26-50). Newbury Park, CA: Sage.
- Lottridge, C. (1998). The Parent-Child Mother Goose program. Tiré de A. Thomas (Ed.), *Family literacy in Canada: Profiles of effective practices* (pp. 119-126). Welland, ON: éditions Soleil publishing.
- Mayfield, M. I. (2001). *Early childhood education and care in Canada*. Toronto: Prentice Hall.
- MacDonald, C. (1986). *Adelaide Hoodless: Domestic crusader*. Toronto: Dundurn Press.
- Services consultatifs en matière de santé mentale (1993). *The 1993-94 resource list of parenting programs used by First Nations and the Inuit*. Ottawa: Santé Canada, Direction générale des services médicaux.
- Meisels, S.J., Dichtelmiller, M., & Liaw, F.R. (1993). A multidimensional analysis of early childhood intervention programs. Tiré de C.H. Zeanah, Jr. (Ed.), *Handbook of infant mental health*, pp. 361-385. New York: Guilford Press.
- Moore, M. (2001). *A survey of current and future trends in parent education*. Séance de démonstration lors de l'assemblée annuelle de l'Association canadienne pour la recherche en économie familiale, Congrès 2001, ville de Québec.
- Patterson, G.R., & Guillion, M.E. (1971). *Living with children: New methods for parents and teachers*. Champaign, Illinois: Research Press.
- Pedersen, D. (1981). 'The scientific training of mothers': The campaign for domestic science in Ontario schools, 1890-1913. Tiré de R. A. Jarrell, & A. E. Roos (Eds.), *Critical issues in the history of Canadian science, technology and medicine* (pp. 178-194). Thornhill, Ontario: HSTC Publications.
- Popkin, M. (1983). *Active parenting handbook*. Atlanta: Active Parenting Publishers.
- Sieppert, J.D., Lybarger, D.S., Bertrand, L.D., & Hornick, J.P. (1999, December). *An evaluation of Alberta's parenting after separation seminars*. Edmonton: Institut canadien de la recherche sur le droit et la famille.
- Somerville, S. (1989). Meeting and sharing: The conventions. Tiré de N. Bannermans, S. Rebus, & A. Smith (Eds.), *We are tomorrow's past: History of the Canadian Home Economics Association* (pp. 71-72). Ottawa: Association canadienne d'économie familiale.
- Stroick, S.M., & Jensen, J. (1999). *What is the best policy mix for Canada's young children?* [CPRN Study No. F/09]. Ottawa: Réseaux canadiens de recherche en politiques publiques.
- Strong-Boag, V. (1982). Intruders in the nursery: Childcare professionals reshape the years one to five, 1920-1940. Tiré de J. Parr (Ed.), *Childhood and family in Canadian history* (pp. 160-178). Toronto: McClelland & Stewart.
- Wagner, M.M., & Clayton, S.L. (1999). The Parents as Teachers program: Results from two demonstrations. *The Future of Children*, 9(1), 91-115.
- Webster-Stratton, C. (1997). From parent training to community building. *Families in Society: The Journal of Contemporary Human Services*, April/March, 156-171. ■

Student perceptions of their experience in sexuality education

SALEEMA NOON AND MARGARET ARCUS

Introduction

Recent reviews of sexuality education indicate that most U.S. states either require or recommend some kind of sexuality education in public schools (Engel, Saracino, & Bergen, 1993; Kirby, 1992; Scales, 1989). In Canada, the situation is similar, with most provinces now mandating some aspects of sexuality education in elementary and secondary schools (Barrett, 1994; Cameron, Mutter, & Hamilton, 1991). Although these reviews identify considerable variation among states and provinces in the kind of sexuality education in its design and implementation, in the accuracy and tone of the information provided, and in the qualifications of the educators involved (Barrett, 1990; de Mauro, 1990), they attest to the importance of this subject area.

The increasing prevalence of and variation in sexuality education in public schools highlights the importance of evaluation of these programs. Although some evaluation studies of sexuality education use rigorous scholarly methodology (Kirby, 1999; Kirby & Coyle, 1997), many studies have methodological limitations such as small sample sizes or simplistic data analysis, and they fail to give attention to important issues such as the random assignment of subjects or the use of follow-up studies (Engel et al., 1993; Kirby & Coyle, 1997).

As well, evaluation in sexuality education has been limited in the kinds of research methods utilized and in the purposes for which these evaluations have been conducted (Thomas, Schvaneveldt, & Young, 1993; Wasserman, Gavazzi, & Randall, 1998). To date, most evaluation studies have used quantitative methods and have been conducted for summative purposes in order to assess program outcomes such as changes in sexual knowledge, sexual attitudes, and/or sexual behaviour or behavioural intentions (Thomas, et al., 1993; Voss, 1980). However, few evaluation studies have utilized qualitative methods or have been conducted for formative purposes in order to understand how participants experience and respond to a program in use or how these perceptions and experiences might be related to program outcomes (Eisenberg, Wagenaar, & Neumark-Sztainer, 1997; Thomas & Buckley,

1989). Insights from such studies would make an important contribution to the development and dissemination of more effective sexuality education (Eisenberg, et al., 1997) and would help improve the experience of participants.

Methodology

The purpose of this study was to explore students' perceptions of their experience in sexuality education. Through semi-structured interviews, two research questions were investigated: 1) How do students perceive their experience in the unit on human sexuality?, and 2) How do students perceive the outcome or influence of the unit on their human sexuality?

This study was conducted in a junior secondary school in a suburban school district near Vancouver, British Columbia during June 1996. Sexuality education for grades eight to ten was offered through a 10 hour human sexuality unit in same-gender physical education classes from a teacher of the students' own gender. According to the curriculum document, there are 3 goals of the unit. They are that students apply their knowledge of human growth, development and sexual differences to an awareness of themselves in relationship with others, that they apply their knowledge of family and social influences in their decision-making processes, and that they have knowledge of the incidence, causes, symptoms, treatment, and prevention of STDs. To achieve these goals, the curriculum document addresses six themes: individual awareness and responsibility, social awareness and responsibility, relationships, reproductive biology, effective communication, and STDs. These goals and themes appear to be consistent with the major concepts identified in the *SIECUS Guidelines for Comprehensive Sexuality Education*: human development, relationships, personal skills (including decision-making), sexual behaviour, sexual health (including STDs), and society and culture (Moore & Rienzo, 2000; National Guidelines Task Force, 1996). Teachers have the professional judgment to teach the unit using methods that will meet the learning needs of their students.

Abstract

Semi-structured interviews were conducted to explore the perceptions of fourteen grade 10 students regarding their experiences in sexuality education as offered in a 10-hour unit in one male and one female same-sex physical education class. Although the official curriculum document espoused a comprehensive sexual health approach, students perceived the unit as problem-focused, narrow in coverage and repetitive. The unit appeared to be of little relevance to those not sexually active, raising questions about the traditional practice of providing sexuality education by grade level. Different educational experiences were provided to males and to females, and, contrary to some studies, almost all students perceived their teacher as knowledgeable about and comfortable in teaching the subject. Although the findings of this study are not generalizable, they raise important questions for curriculum development and curriculum implementation, for teacher education, and for further research in sexuality education.

The Authors

Saleema Noon, B.A., M.A., has earned her Bachelor of Arts and Master's degree from UBC. Since 1996, she has been a sexual health educator all across British Columbia.

Dr. Margaret Arcus, Ph.D., Professor Emeritus from UBC, taught home economics and family studies.

Written permission to conduct this study was obtained from the school district superintendent, the school principal, and the two teachers involved in the study. The teachers requested the sample be selected from two grade ten physical education classes that had completed the unit. The teachers identified nine female and eight male students who, in their view, were most articulate and were thus most likely to make a contribution to the study. Written permission was then sought from the parents of the students selected and from the students themselves. The final sample consisted of eight female and six male students (N=14). Because of the selection process used, it is not known why three of the selected students did not participate in the study.

Data were gathered through semi-structured interviews lasting approximately 40-50 minutes each. An interview guide, including a series of probes and follow-up questions, was developed specifically for this study (see Table 1). The

Table 1

INTERVIEW GUIDE: RESEARCH CATEGORIES AND SAMPLE QUESTIONS BASED ON THE LITERATURE

Research Category	Sample Questions
Introductory Questions	In general, what was it like to be in this unit on human sexuality? What were your best experience and your worst experience?
Content	Name some of the topics addressed in the unit. How much time was spent on each topic? Was this not enough, too much or just right? Why or why not?
Teaching Methods	Tell me about some of the teaching methods used in the unit. What did you think about them? Which method was most/least effective?
Teacher	Some people think that teachers don't know enough to teach human sexuality or aren't comfortable teaching it. What was your experience in your class?
Message	What message or messages about sexuality did you get from this unit? What do you think about this message? In your view, what message <i>should</i> be conveyed about sexuality?
Relevance	Did you find the unit useful (valuable)? How well did it address your main concerns and questions about human sexuality? What would have made the unit more useful or relevant?
Influence	What new things did you learn in this unit? What had you already learned before? Tell me about any experiences that show how the unit affected your attitudes and beliefs. Tell me about any experiences that show how the unit has affected your sexual behavior or how you think you'll behave in the future.
Concluding Questions	Which other aspects of the unit would you like to talk about? How do you think other students feel about the unit? Would you recommend the unit to a friend? Why or why not?

interview guide was based on a thorough review of the literature on school-based sexuality education. According to this review, components of sexuality education that might influence student experiences (research question #1) include the content, the teaching methods, the teacher, the message(s) conveyed, and the relevance of the unit to their lives. Potential influences of sexuality education included changes in sex-related knowledge, sex-related attitudes, behavioural intentions, and sex-related behaviour (research question #2). To identify any limitations for the interview guide and to check time length of the interview, pilot interviews were conducted with three students from a school district similar to that in which the study was to be conducted. These pilot interviews confirmed that the time length was appropriate, that all important components of their sexuality education had been included, and that the interview questions were easily understood by the students and encouraged them to reflect on their experience in sexuality education. The senior author conducted all

interviews. All topics on the guide were addressed during each interview, although the order changed with the natural progression of the interview. Following each interview, the interviewer's perceptions, including any non-verbal responses of the student, were recorded in a field notebook to facilitate data analysis and interpretation.

Interviews were transcribed verbatim and details were recorded in the margins (e.g. student showed signs of discomfort; interview disrupted by school bell). Following procedures suggested by Weiss (1994), student responses were coded and sorted into six categories reflecting the two research questions: "content," "teaching methods," "teacher," "relevance," "message," and "influence". At this time, three additional categories ("importance of sexuality education," "class composition" and "class environment") emerged from the data. Examples of student responses for each category, which seem to best reflect the data, are reported in Table 2. All

Résumé

Des entrevues semi-structurées ont été menées avec quatorze élèves de 10^e année dans le but de recueillir leurs impressions sur le cours d'éducation sexuelle d'une durée de 10 heures qu'ils avaient suivi. Le cours avait été offert à deux classes d'éducation physique, l'une composée entièrement de garçons et l'autre de filles. Décrit dans le programme scolaire officiel comme touchant à tous les aspects de l'hygiène sexuelle, le cours a toutefois été perçu différemment par les élèves. En effet, ceux-ci ont dit que le cours reflétait une perspective trop étroite, qu'il était trop centré sur les problèmes et qu'il était répétitif. Le programme leur a paru comme ayant peu à offrir à ceux et à celles qui n'avaient pas déjà entrepris leur vie sexuelle, un défaut qui met en doute la validité d'offrir l'éducation sexuelle dès les classes primaires. La teneur des cours était différente selon qu'il s'agissait d'une classe de filles ou de garçons et, contrairement à ce qu'indiquent certaines études, presque tous les élèves croient que leur professeur était bien informé et ne manifestait aucune gêne à discuter du sujet. Bien qu'on ne puisse tirer de conclusions générales des résultats de l'étude, ceux-ci soulèvent néanmoins d'importantes questions concernant l'élaboration et la mise en oeuvre des programmes scolaires, la formation des enseignants et la recherche future en matière d'éducation sexuelle.

Résumé

Saleema Noon, B.A., M.A., a obtenu ses diplômes de baccalauréat et de maîtrise de l'*University of British Columbia*. Depuis 1996, elle travaille comme éducatrice en santé sexuelle dans toute la Colombie-Britannique.

Margaret Arcus, Ph.D., est professeure émérite à l'*University of British Columbia* et a enseigné en économie familiale et en études familiales.

responses within each category were then organized into sub-categories and summarized. At each stage of this process, two other researchers with expertise in the relevant area of family studies reviewed the data analysis to ensure reliability.

Findings

Major findings from each of the research categories will be presented. Although the two classes were taught separately as same-sex male and female, the findings from the two classes have been merged together. The three topics of contraception, teen pregnancy, and STDs received the most emphasis, with one to two hours spent on each. The majority felt that

Table 2

STUDY FINDINGS: EXAMPLES OF ONE STUDENT'S RESPONSES
BY RESEARCH CATEGORY

Research Category	Sample Response
Content	"Yah, so it's, like, ya know, put the low down of what a woman feels like when she's pregnant and what they go through, and I think if a man really understands that, then they might actually think 'Well, if I get this woman pregnant, I'm gonna have to deal with this.'"
Teaching Methods	"...and (the video) it was so outa date, like, you know, there was a black girl and she was, it's got all this 80s music and stuff and all you can do is sit there and laugh...it's like, OK, they're singing all these stupid songs like 'Addicted to Love'..."
Teacher	"Yah, she's pretty much up to date with stuff, I think. Just like, the way she spoke and stuff...she totally seemed like she's not one of those old gym teachers who doesn't know anything."
Message	"...they kinda have an upper downer thing...so you were aware of what was happening, like, they couldn't do all the positive, because you'd be, like 'Oh, nothing's gonna happen, I'm going to go out and have sex.' And they can't put it all on the downer because then you'll never have sex and everybody's scared of everything..."
Relevance	"...I was just glad I knew about the stuff before, you know, before I actually went out and done it...I've had friends who've done it and... they've done some stupid things like not using condoms...but I think if they were actually upstairs with me watching the unit, they'd probably think totally different...like, 'Oh, I'm gonna use a condom all the time now...'"
Influence	"...when I was up there for the past two weeks watching the videos, taking down the notes, I actually realized how serious it was...you know...you walk out, like... 'woah!...I'm not having sex!'"
Importance	"...it's a big part of our lives and... I think it's a lot more valuable than, like, triangles we learn in math, like some stupid stuff like that...it's a lot more valuable than that 'cause, like...it's your whole life..."
Class Composition	"We're in Grade 10, we're old enough to do it, we get our licenses at 16 and stuff, why can't we (males and females) be together talking about sex? I find it stupid how they can't do it."
Class Environment	"I was comfortable 'cause...my friends were in the class...so I just raise my hand or whatever, and they can stand up for me if I say somethin' stupid..."

more detail was needed on these topics and that additional topics should be included. Both males and females suggested the importance of including the emotional or personal aspects of sexuality. Females also suggested including information on male sexuality. Nearly all recalled the unit as repetitive, with one third viewing this positively as it helped them better understand and remember the information presented. However, others found the repetition negative and felt they didn't learn anything new. Half reported feeling rushed throughout the unit, either because of the limited time allotted to the unit (10 hours) or because their teacher seemed in a hurry. Almost all students desired the unit to be longer by at least one week (five hours, an increase of 50%).

Teaching methods differed depending on the gender of the teacher. All students recalled the use of lectures with the overhead projector, videos, and class discussions, but only females reported the use of worksheets and small group exercises. Although responses varied regarding the effectiveness of these methods, every student commented on the videos shown. Despite some positive comments, students perceived the videos, many of which had been made in the 1980s and early 1990s, as outdated and thus somewhat irrelevant to their lives. They found the appearance of the actors and the music to be distracting, and many felt that their level of knowledge, especially on topics

such as AIDS, was greater than that reflected in the videos. They also felt that social relationships among teens, especially male-female relationships, have changed over the years and are now different than those portrayed in the videos. They suggested that guest speakers would be helpful because they would be "new" and therefore students might pay more attention in class. Some wanted to bring people living with AIDS and teen parents into the classroom in order to demonstrate the negative consequences of "risky" sexual behaviour.

All but two students viewed their teacher as knowledgeable about sexuality (e.g. questions were answered in a thorough manner). Almost all also found their teacher to be comfortable in teaching sexuality, referring to his/her relaxed demeanour in class. All but two students felt that their sexuality education teacher was friendly and approachable, and they indicated they would feel comfortable talking to him/her about a personal issue. It was also viewed as helpful that the teachers were "young" and "pretty funny about it". Although the majority of students felt that their teachers were aware of what they wanted and needed to learn, had addressed their major questions, and had specifically selected topics of interest and relevance to them, a few felt that their teacher simply followed the curriculum guide without considering their needs and interests.

All students reported that their teacher portrayed sexual behaviour in a "neutral" manner, recognising that the decision to become sexually active is a personal one and that many teens are already sexually active. At the same time, however, teachers conveyed the need for teens to be informed about how they can protect themselves, to learn how to make wise sexuality-related decisions, and to be aware of the consequences of their sexual behaviour. All students felt that these messages were appropriate, realistic, and relevant to their lives. Most students reported that their teachers presented abstinence as the preferred alternative to being sexually active and as the only way to ensure protection from pregnancy, HIV, and other STDs, and that neither teacher presented abstinence as the only acceptable option for their sexual behaviour. All students indicated that such a message would be inappropriate and ineffective and they would have disapproved of this message had it been conveyed to them. Indeed, a few even suggested that the promotion of abstinence as the only acceptable alternative may, in fact, cause some teens to "rebel" and become sexually active.

All but two students reported that the unit was relevant in at least some way to their lives and concerns. It appeared that the unit was more relevant for those who date, attend parties, and drink alcohol, placing them in situations involving sexual activity or the opportunity to engage in sexual activity. One student indicated that, because she was not sexually active and did not intend to be for some time, the unit was of little use to her at this time of her life. Some felt that being involved in the planning of the unit would increase its relevance to them. Despite their concerns about repetition, almost all reported learning a great deal in the human sexuality unit, with about half believing that this "life-saving" knowledge would remain with them over the long term. A considerable number said that although the unit did not necessarily change their sexuality-related attitudes, it reinforced their existing attitudes and beliefs. A little more than half also felt that the unit made them more aware of the negative consequences of their sexual behaviour, claiming that "you have to be really, really careful, 'cause if anything goes wrong, then you're screwed...". A substantial number reported that the unit would, indeed, have an influence on their future sexual behaviour, with several claiming they would now be more likely to "use protection and be safe about it". Others felt they learned to "think before acting" and would therefore be more likely to make wiser sexuality-related decisions.

During the interviews, nearly all students emphasised the importance of sexuality education, suggesting that it begin in sixth or seventh grade, that it be offered every year, and that it be mandatory. However, students differed in their views of whether sexuality education should be taught in a coeducational or same-gender class setting. Although a few females desired that it be taught in a coeducational class setting, others preferred a same-gender class, arguing that they would feel uncomfortable in the presence of the opposite gender and would therefore be less likely to voice their opinions or to ask questions. All students felt comfortable throughout the unit on human sexuality, describing the class environment to be relaxed and inviting of people to express their feelings or views. However, some male students noted that not all questions asked in class were serious, reflecting the immaturity of their classmates. In contrast, most female students reported that most of their classmates took the unit quite seriously, as indicated by their behaviour in class.

Discussion

From student reports of topics most emphasised (e.g. "contraception", "teen pregnancy", and "STDs"), and the effect on their attitudes and behaviour (e.g. made them more aware of the negative consequences of their sexual behaviour and made them more likely to use protection), it appears that the classroom experiences were not consistent with the stated comprehensive goals and themes of the curriculum document. The discrepancy between the written curriculum document and what students experienced in the classroom is well-documented in educational literature (e.g., Aoki, 1988; Fullan, 1982; Thomas, 1992), and is noted by the International Planned Parenthood Federation (1975, as cited in Woodcock et al., 1992):

In fact the curriculum of the school is very much the creation of its staff—the teachers in the classroom—and in many ways it is best seen as the accumulation of individual classroom work. If one wanted to discover with accuracy what the curriculum was in any one school one would have to observe all the teachers of that school in their own classrooms (p. 518).

It is not possible to determine from the findings of this study why this discrepancy continues to exist, but a number of factors may be important. The limited time of 10 hours allotted to sexuality education may be significant, as students in this study, as in previous studies, (e.g., Pond-Brevik, 1978; Thomas & Buckley, 1989; Woodcock et al., 1992), recalled feeling rushed. As well, the teachers may have emphasised topics with potential negative consequences because they perceived them to be of particular importance or relevance to students. Indeed, Chilman (1990) and Maddock (1989) report that there exists a widespread and mistaken assumption that adolescence is inevitably fraught with problems and that their sexuality is dangerous and disturbing. It is also possible that the teachers may have focused on these topics because they were perceived to be more technical and less value-laden. As well, this focus may reflect, not the teachers' own beliefs and perceptions, but formal or informal school or district policies or community issues and concerns about adolescent sexuality.

Despite the narrow focus of the unit, students reported that the message conveyed to them about sexuality was neither positive nor negative. Although abstinence was presented as the preferable alternative to being sexually active, their teachers also recognized that not all

teens choose to be abstinent and thus need to be taught responsible sexual behaviour. Student perceptions that it would be unrealistic and inappropriate to present abstinence as the only acceptable option to teens are consistent with research findings that indicate the limited effectiveness of abstinence-only sexuality education. According to Gordon (1986), "The simple message - No, Don't, Stop—doesn't work. The double message - No, but... - is more effective" (p. 24). More recently, Kirby (1992) similarly suggests that, because existing programs do not prevent youth from having intercourse, programs should encourage them both to delay or refrain from intercourse and to use contraception. A few students in this study indicated that the abstinence-only message might cause teens to "rebel" and become sexually active. Given the concerns of some critics that sexuality education may encourage teens to become sexually active (Calderwood, 1965; Christopher & Roosa, 1990; Goodson & Edmundson, 1994; Kirby, 1992), it is somewhat ironic to hear the perceptions of a few of these students that telling teens **not** to engage in intercourse may, in fact, encourage them to do so.

It appears that the unit on human sexuality was of limited relevance to those students who were not yet sexually active. This supports Woodcock et al.'s (1992) contention that sexuality education may be provided too early for some students. These authors suggest that information about contraception, for example, may not be processed by students who are not yet sexually active because it is not thought to be relevant and they have not given any thought to their future use of contraception. For these students, it may be more beneficial to help them develop the skills and personal characteristics, such as self-esteem, that are needed to make intelligent decisions about contraception in the future. Such an approach would be consistent with the comprehensive sexuality education goals identified in the curriculum document.

The perceptions of some students that their teacher was not aware of what the students want and need to know about sexuality also indicates that the relevance of the unit may have been limited. Indeed, Gordon (1986) argues that "useful sexuality education should tell children what they want and need to know...our failure to tell children what they want and need to know is one reason we have the highest rates of out-of-wedlock teen pregnancy and abortion of any highly developed country in the world" (p. 22). Whatley (1992) suggests that educators might make themselves more aware of current

levels of adolescent sexual knowledge and concerns and draw on this awareness to plan classroom content and approaches. Students painted a very positive picture of their teacher, referring specifically to his or her high confidence and comfort level. Previous studies differ in whether teachers are comfortable and confident teaching human sexuality (Haignere, Culhane, Balsley, & Legos, 1996) or whether they are uncomfortable and embarrassed (Calderwood, 1965; Maslach and Kerr, 1983; Woodcock et al., 1992). The findings of this study are significant, however, in that research indicates that certain affective, personal attributes of sexuality education teachers, such as "taking an open approach to sexuality" and "comfort in sexual communication" are positively associated with effective presentation and acceptance of information (Hyde, 1990; Maslach & Kerr, 1983). These findings also suggest that more attention needs to be given to teacher education and preparation.

It was not surprising that students expressed different perceptions of the teaching methods used in class. This reflects the important educational principle that students have different learning styles, each with preferred ways for processing and organizing information and for responding to environmental stimuli for achievement in various subjects (Winder & Grigg, 1992). Although a preference for a specific teaching method is not necessarily an indicator of one's learning style, the findings of this study suggest the importance of using a variety of teaching methods.

Because different teaching methods were used, males and females in this study had different experiences in sexuality education. It is unclear whether teachers chose the methods with which they felt most comfortable, or whether the gender of their students influenced their choice. Indeed, Thomas (1992) suggests because boys are socialized differently than girls, their propensity to engage in discussions, which focus on feelings, is somewhat limited. The teacher's gender may also have been important in that teaching methods may have been chosen based on his or her view of knowledge. According to Belenky et al. (1986), women, unlike men, enhance factual knowledge by using intuition, personal meanings and self-understanding, and view knowledge to be connected with experience.

The differing perceptions of these students regarding whether sexuality education should be taught in a coeducational class setting is consistent with the lack of consensus in the literature concerning the most effective class composition for sexuality education. For

example, Went (1985) refers to the benefits of coeducational sexuality education, arguing that students learn more by discussing sexuality with the opposite gender than by passively watching videos and listening to lectures. Similarly, Woodcock et al. (1992) stress the importance of role-playing and practising negotiation skills in a coeducational setting.

The disadvantages of a coeducational class setting are also identified by Went (1985), who notes that, because of maturational differences, a class may consist of post-pubertal girls and pre-pubertal boys. Because girls are more mature, they may benefit more in a same-gender class setting. Similarly, some early proponents of women's studies have argued that all-female sexuality education classes would allow for fuller exploration of women's experiences. They report that the typical class environment seems to favour masculine patterns of assertive speech, impersonal and abstract styles, and competitive interchanges that inhibit women's full participation (Allen, 1988). It is possible that some combination of coeducational and same-gender class settings would be beneficial for many students.

Conclusions and Implications

A major purpose of formative evaluation studies such as this is to understand how students' experience a unit in order to improve the program. Several suggestions for how this particular unit can be enhanced emerge from this study. Of major importance is the need to modify and expand the content provided to students, and, if possible, to extend the 10 hours of time allocated to it. In particular, greater attention needs to be assigned to those topics listed in the curriculum guide, which should be consistent with a comprehensive sexual health approach. This increased focus would help to ensure that the unit is relevant to all students, whether or not these students are sexually active. Given the limited amount of time available for the unit, teachers also need to address the repetitive nature of the unit as perceived by students and seriously question the value of each educational experience such as the use of outdated videos or other materials that may no longer be relevant to the issues and concerns of current students. Attention also needs to be given to the differences in educational experiences provided to males and females.

The findings of this study are not limited to the improvement of this single course, but also have implications for sexuality education more generally. Although these findings provide support for the development of comprehensive

sexual health education curricula, they also call into question the traditional practice of offering sexuality education by grade level. If schools are to provide developmentally appropriate and relevant sexuality education, these results suggest more diverse kinds of sexuality education experiences will need to be developed and offered to students. Giving attention to the needs of students not yet sexually active would also be important (Blinn-Pike, 1999).

The discrepancy between the curriculum document and the classroom experiences found in this study highlights the need to give greater attention to issues of curriculum implementation. In many ways, the teacher is the curriculum, and sexuality education would benefit from investigations into how teachers understand and interpret curriculum documents, how they make decisions about classroom experiences, and how these might differ depending on such factors as gender, academic preparation, or administrative decisions.

Although an extension of curriculum implementation issues would be included in a study of teacher preservice education, some implications emerge from this study. In addition to helping teachers acquire a breadth of knowledge about and comfort in teaching sexuality education, teacher education programs also need to ensure that teachers have and can use a wide repertoire of teaching methods that will be relevant to the learning needs of a diverse student population. Emphasis needs to be placed on understanding how students might experience a unit rather than on how to "teach the curriculum". Specific attention also needs to be given to gender issues in sexuality education, including the influence of their own gender on their teaching practices.

Although many of these concerns are not new to sexuality education and the difficulty of making changes is well recognized, finding ways to resolve them is of increasing importance as sexuality education becomes mandated or recommended for all students.

References

- Allen, K.R. (1988). Integrating a feminist perspective into family studies courses. *Family Relations*, 37, 29-35.
- Aoki, T. (1988). Toward a dialectic between the conceptual world and the lived world: Transcending instrumentalism in curriculum orientation. In W. Pinar (Ed.), *Contemporary curriculum discourses* (pp. 402-416). Scottsdale, AZ: Gorsuch Scarisbrick.
- Barrett, F.M. (1990). Selected observations on sex education in Canada. *Sex Information and Education Council of Canada*, 5(1), 21-30.
- Barrett, F.M. (1994). Sexuality education in Canadian schools: An overview in 1994. *Canadian Journal of Human Sexuality*, 3(3), 199-207.

Belenky, M.F., Clinchy, B.M., Goldberger, N.R. & Tarule, J.M. (1986). *Women's ways of knowing: The development of self, voice and mind*. New York: Basic Books Inc.

Blinn-Pike, L. (1999). Why abstinent adolescents report they have not had sex: Understanding sexually resilient youth. *Family Relations*, 48, 295-301.

Calderwood, D. (1965). Adolescents' views on sex education. *Journal of Marriage and the Family*, 14, 291-298.

Cameron, H., Mutter, G., & Hamilton, N. (1991, Spring). Comprehensive school health: Back to the basics in the 90's. *Health Promotion*, 2-10.

Chilman, C. (1990). Promoting healthy adolescent sexuality. *Family Relations*, 39(2), 123-132.

Christopher, F.S. and Roosa, M.W. (1990). An evaluation of a pregnancy prevention program: Is "just say no" enough? *Family Relations*, 39, 68-72.

de Mauro, D. (1990). Sexuality education 1990: A review of state sexuality and AIDS education curricula. *SEICUS Report*, 18(2), 1-9.

Eisenberg, M.E., Wagenaar, A., & Neumark-Sztainer, D. (1997). Viewpoints of Minnesota: students on school-based sexuality education. *Journal of School Health*, 67(8), 322-326.

Engel, J.W., Saracino, M., and Bergen, M.B. (1993). Sexuality education. In M.E. Arcus, J.D. Schvaneveldt & J.J. Moss (Eds.), *Handbook of Family Life Education* (Vol. 2). (pp. 62-86). Newbury Park: Sage.

Fullan, M. (1982). *The meaning of educational change*. Toronto: OISE Press.

Goodson, P. and Edmundson, E. (1994). The problematic promotion of abstinence: An overview of sex respect. *Journal of School Health*, 64(5), 205-210.

Gordon, S. (1986, October). What kids need to know. *Psychology Today*, 22-26.

Haignere, C.S., Culhane, J.F., Balsley, C.M. & Legos, P. (1996). Teachers' receptiveness and comfort teaching sexuality education and using non-traditional teaching strategies. *Journal of School Health*, 66(5), 140-144.

Hyde, J.S. (1990). *Understanding human sexuality*. New York: McGraw-Hill.

Kirby, D. (1992). School-based programs to reduce sexual risk-taking behaviors. *Journal of School Health*, 62(7), 280-287.

Kirby, D. (1999). Reflections on two decades of research on teen sexual behaviour and pregnancy. *Journal of School Health*, 69(3), 89-94.

Kirby, D. and Coyle, K. (1997). School-based programs to reduce sexual risk-taking behaviour. *Children and Youth Services Review*, 19(5/6), 415-436.

Maddock, J.W. (1989). Healthy family sexuality: Positive principals for educators and clinicians. *Family Relations*, 38, 130-136.

Maslach, G. and Kerr, G.B. (1983). Tailoring sex education programs to adolescence: A strategy for the primary prevention of unwanted adolescent pregnancy. *Adolescence*, 18(70), 449-456.

Moore, M.J. and Rienzo, B.A. (2000). Utilising SIECUS Guidelines to assess sexuality education in one state: content, scope and importance. *Journal of School Health*, 70(2), 56-60.

National Guidelines Task Force. (1996). Guidelines for comprehensive sexuality education: Kindergarten-12th grade. New York, NY: SIECUS.

Pond-Brevik, M. (1978). Family life/sex education programming: A survey of students' needs. *ED #179872*, New York, NY.

Scales, P. (1989). Overcoming future barriers to sexuality education. *Theory into Practice*, 28(3), 172-176.

Thomas, B. and Buckley, B. (1989). Adolescent women voice concerns about sex education. *Guidance and Counseling*, 4(3), 24-29.

Thomas, C.J. (1992). Two worlds of curriculum: The case of family life education. In L. Peterat & E. Vaines (Eds.), *Lives and plans: Signs for transforming practice* (pp. 69-87). Washington, DC: Teacher Education Section, American Home Economics Section.

Thomas, J., Schvaneveldt, J.D., & Young, M.H. (1993). Programs in family life education: Development, implementation and evaluation. In M.E. Arcus, J.D. Schvaneveldt, & J.J. Moss (Eds.), *Handbook of family life education* (Vol. 1) (pp. 106-130). Newbury Park: Sage.

Voss, J.R. (1980). Sex education: Evaluation and recommendations for future study. *Archives of Sexual Behavior*, 9, 37-59.

Wasserman, D.L., Gavazzi, S.M. & Randall, A.P. (1998). Growing up FAST program modification as a response to formative evaluation. *Family Science Review*, 11(4), 300-317.

Weiss, R. (1994). *Learning from strangers: The art and method of qualitative interview studies*. New York: The Free Press.

Went, D. (1985). *Sex education: Some guidelines for teachers*. London: Bell & Hyman.

Whitley, M.H. (1992). Commentary: Whose sexuality is it anyway? In J. Sears (Ed.), *Sexuality and the curriculum: The politics and practices of sexuality education* (pp. 78-84). New York: Teachers College Press.

Winder, M. and Grigg, N. (1992). *Educational Psychology in the Canadian classroom*. Scarborough: Prentice-Hall Canada Inc.

Woodcock, A., Stenner, K. & Ingham, R. (1992). "All those contraceptives, videos and that...": Young people talking about school sex education. *Health Education Research*, 7(4), 517-531. ■

Teen mothers are more likely to suffer higher rates of anemia, high blood pressure, and depressive disorders.

Help me fight the statistics.

Studies have shown that if you reach kids and teach them early, you can help them overcome these startling statistics.

Pregnancy Prevention and Parenting Education

The Baby Think It Over® Program is the most realistic and comprehensive parenting simulation available.

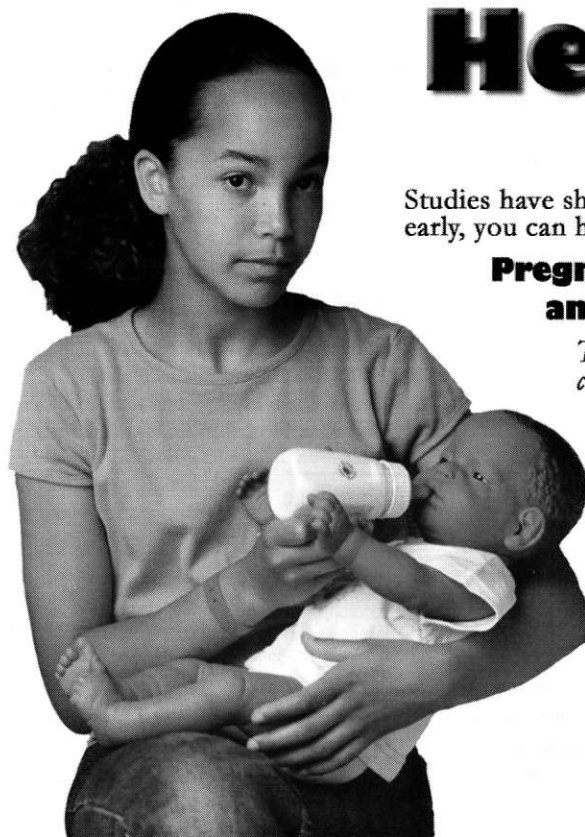
- Hands-on
- Realistic
- Interactive

As of March 1, 2002, **BTIO Educational Products, Inc.** is proud to announce **TORCOMP Systems, Ltd.** as their authorized distributor in Canada. For more information, please call

800.561.7520 • Fax: 905.564.1377

TORCOMP

Promoting Excellence in Education
7070 Pacific Circle • Mississauga, Ontario L5T 2A7
www.torcomp.com • sales@torcomp.com



Reported Graduate Theses from Canadian Universities: July 1, 1999-December 31, 2001

Répertoire des recherches dans les universités canadiennes : 1 juillet 1999 au 31 décembre 2001

A compilation of masters theses and doctoral dissertations in home economics and related areas completed July 1, 1999 to December 31, 2001.

Une compilation des mémoires et des thèses en économie familiale et dans les domaines affiliés complétés entre le 1 juillet 1999 et le 31 décembre 2001.

Clothing & Textiles/ Textiles et habillements

Unpublished Masters Theses

University of Alberta

Davis, C. (2000). A human ecological consideration of natural dyes & dyeing in San Juan Laguna, Guatemala. (Advisor: S. Niessen)

Gillen, S. (2000). Contemporary textiles using cloque. (Advisor: M. Cox-Bishop)

Modesto, H. (2001). The socioeconomic impact of weaving and naturally dyed textile production in San Juan La Laguna, Guatemala. (Advisor: S. Niessen)

Nurse, S. (2000). Mutton dressed as lamb. (Advisor: L. Capjack)

Tinkham, R. (2001). Soil removal and redeposition on cotton, nylon, and polyester fabrics wet-cleaned with anionic and nonionic surfactants. (Advisor: N. Kerr)

Walrond-Patterson, J. (1999). Caribbean-Canadians celebrate carnival: Costumes & inter-generational relationships. (Advisor: A. Lambert)

University of Manitoba

Li, X. (2000). Comparative study of knot performance and ease of manipulation of monofilament and braided sutures for arthroscopic applications. (Advisor: M. King)

Mathur, D. (2001). Adapting CAD and visualization skills learned through AutoCAD® to an industrial apparel design system. (Advisor: N. Fetterman)

Scholz, C. E. (2001). Applying Rogers' theory of diffusion innovations to examine older females' perceptions of size labels for apparel. (Advisor: L. Horne)

Family Studies/Études familiales

Unpublished Masters Theses

Mount Saint Vincent University

Koziel, D. (2001). The effects of structural changes on age cohorts of female caregivers' levels of filial obligation. (Advisor: J. Keefe)

Sullivan, W. (2001). Opportunities for higher education: Mature women returning to school. (Advisor: D. Norris)

University of Alberta

Foley, S. (2001). The experiences of mothers and fathers over time in parenting a child with autism. (Advisor: N. Keating)

Joslin, M-A. (2000). Raging rivers: Seeing addiction through the eyes of the parents and siblings of addicts. (Advisor: D. Kieren)

Kornberger, R. (1999). Work or welfare? The effects of poverty status on child development. (Advisor: J. Fast)

Laboucane, P. (2001). Getting out and staying out: A conceptual framework for the successful reintegration of Aboriginal young offenders. (Advisor: B. Munro)

LaPierre, T. (2001). The contributions of non-kin informal caregivers. (Advisor: N. Keating)

Matheson, M.L. (2000). A narrative inquiry into mothering and child caregiving. (Advisor: B. Munro)

Pereira, I. (2001). Ecological participatory action research (epar). An approach appropriate to the new student & encouragement of urban farming for a new model of community development in El Salvador. (Advisor: S. Niessen)

Sawatsky, G. (1999). Investigating reflective practice in course content: A co-operative enquiry. (Advisor: M. Doherty-Poirier)

Schmelze, J. (2001). An exploration of young adults' processes of becoming sexual risk takers. (Advisor: B. Munro)

Shaw, J. (1999). Women's circle spirituality: A narrative inquiry. (Advisor: N. Langford)

Shih, C-C. (1999). Adjustment experiences of Taiwanese "astronauts' kids" in Canada. (Advisor: N. Langford)

University of British Columbia

Butt, Y. (2001). Breastfeeding and family functioning in primiparous couples. (Advisor: J. White)

Chan, I. (2001). Anticipating marriage from cohabitation: Is there a difference between men and women. (Advisor: J. White)

Chan, S. M. (2001). Parenting in Chinese immigrant families. (Advisor: S. Marshall)

Chaulk, B. (2000). Effects of marriage and children on financial risk tolerance: A synthesis of family development and prospect theory. (Advisor: P. Johnson)

Holmes, J. (2001). An exploratory analysis of engaged individuals' perceptions of their marriage preparation needs. (Advisor: J. White)

Kester, K. (2001). Ethnic identification and ethnic identity of immigrant Chinese families. (Advisor: S. Marshall)

Leung, P. (2001). Enmeshment and acculturative stress in Chinese immigrant families in Canada. (Advisor: J. White)

Martin, T. F. (1999). Religious socialization: A test of the channelling hypothesis of parental influence on adolescent faith maturity. (Advisor: J. White)

Smalley, K. L. (2000). Examining the effects of raising autistic children on family functioning: Using the double ABCX model. (Advisor: J. White)

Starr, E. (1999). Predicting wives' marital satisfaction: Examining the interpersonal variables of ideological incompatibility and perceptions of appreciation and fairness. (*Advisor: R. Bulcroft*)

Sullivan, K. (2000). Do expectancies influence choice of help-giver? An exploratory examination of adolescents' help-seeking from mothers, fathers, and friends. (*Advisor: S. Marshall*)

Tanaka, K. (2000). Decision style of young women in Hong Kong astronaut and immigrant families. (*Advisor: P. Johnson*)

Weatherby, M. (2000). Understanding adolescents' loneliness: Testing for developmental differences in the experience of loneliness in adolescence. (*Advisor: D. Perlman*)

University of Guelph

Abbott, K. (1999). Never-married older adults: Gender differences in life satisfaction. (*Advisor: J. Norris*)

Berman, R. (2000). The discursive gendering of marital intimacy. (*Advisor: L. Wood*)

Byrne, C. (2000). Parental depression: Meaning and agency in family relationships. (*Advisor: L. Kuczynski*)

Booth, A. (1999). Sexual self-disclosure in intimate relationships. (*Advisor: R. Barham*)

Brouwer, B. (1999). Stop fighting! There's enough for both of you: An observational study of parents. Socialization of moral orientation during sibling conflicts. (*Advisor: S. Lollis*)

Campbell, E. (1999). Constructing child abuse: Beliefs of reported parents, exemplary parent and child welfare agents. (*Advisor: J. Myers Avis*)

Cleary, J. (2001). Talking about sexual health with a partner: A qualitative study with young women. (*Advisor: R. Barham*)

Egan, C. (2001). The sexual attitudes and behaviours of young international travellers visiting Canada. (*Advisor: G. Adams*)

Frensch, K. (2000). Prosocial behaviour and adolescent generativity: A question of moral orientation and parental example. (*Advisor: J. Norris*)

Klassen, T. (2000). Moments of intimacy: Co-creation of themes and coordination of actions within sibling pretense. (*Advisor: S. Lollis*)

Kundu, S. (2001). A study of autonomy & connections in East Indian adolescents. (*Advisor: G. Adams*)

Maniago, E. (2001). An exploration of the intimate relationships of men who experienced sexual abuse in childhood. (*Advisor: J. Myers Avis*)

Marshall, S. (2000). Deconstructing child care: Understanding the factors impacting upon staff turnover in child care centres. (*Advisor: D. Lero*)

Matheis, S. (2001). Growing up from the roots: Exploring the relationship between family climate and identity styles. (*Advisor: G. Adams*)

McVanel-Viney. (2001). Work stress and marital functioning in young dual-earner couples without children. (*Advisor: D. Lero*)

Midgett, J. (2000). Exploring parental school-focussed behaviours: A factor analysis of parents and children's reports. (*Advisor: B. Ryan*)

Milhausen, R. (2000). Double standard or reverse double standard: A comparative analysis of male and female perspectives. (*Advisor: E. Herold*)

Newell, H. (2001). The association between parenting styles and adult monozygotic twins. Self-esteem and depression. (*Advisor: G. Adams*)

Oesch, M. (1999). A further validation study of the screening for at-risk status instrument. (*Advisor: B. Ryan*)

Petersen, M. (2000). Ethnographic study of a child and youth counsellor as an agent of change for at-risk elementary school students. (*Advisor: B. Ryan*)

Positano, K. (1999). An investigative study examining the relationship between parent and child outcomes and family supportive programs. (*Advisor: K. Brophy*)

Schlaht, L. (2001). Non-profit & for-profit agencies in a managed competition environment: Are they competing on a level playing field? (*Advisor: J. Tindale*)

Serafini, T. (2000). The construction of a scale that measures the functions of identity. (*Advisor: G. Adams*)

Smith, M. (1999). Examining the transmission of values between generations. (*Advisor: J. Norris*)

Spitzer, B. (2000). Memory work in the theory of women survivors of childhood sexual abuse: The impact of recounting graphic details of abuse memories. (*Advisor: J. Myers Avis*)

Syms, D. (1999). Managing job and family commitments in families with children who have special needs? (*Advisor: D. Lero*)

Taylor, L. (2001). Examining opinions of staff and family caregivers regarding the objectives of a mental health consultation clinic. (*Advisor: J. Tindale*)

Toth, A. (1999). Constructions of race, class and sexual identity in the writings of feminists family therapists. (*Advisor: J. Myers Avis*)

Vo, C. (2001). Vietnamese immigrant MSM: Cultural and personal influences on sexual health. (*Advisor: R. Barham*)

Foods and Nutrition/ Alimentation et nutrition

Unpublished Masters Theses

Memorial University

Kettle, S. (2000). Prevalence of cardiovascular disease risk factors in young Newfoundland and Labrador adults living in rural and urban communities. (*Advisor: B. Roebathan*)

Maloney, K. (2000). Awareness, reported behaviour, and dietary intake of fat and fibre as risk factors of cardiovascular disease. (*Advisor: B. Roebathan*)

Mount Saint Vincent University

Billard, S. (2000). What are family physician's attitudes and practices towards managing adult obesity in Nova Scotia? (*Advisor: J. Taper*)

Corbett, L. (2001). A critical assessment of the development process for a HACCP Implementation Manual for a Healthcare Foodservice Operation. (*Advisor: L. Mann*)

Duke, E. (2001). An exploration of the experiences managing Type II Diabetes Mellitus: A qualitative study. (*Advisor: T. Glanville*)

Keeping, A. (2000). Nobody asked me before: The experiences of older women with heart disease. (*Advisor: J. Taper*)

MacKinnon, N. Ideological structures which inform the nutritional health and well-being of disadvantaged women. (*Advisor: T. Glanville*)

Porter, A. The attitudes and perceptions of the elderly on artificial nutrition and hydration at the end of life: A bottoms up method of informing public policy. (*Advisor: J. Taper*)

University of British Columbia

Aliphtiras, G. (2001). Evaluation of indicator microorganisms in blueberry and raspberry production systems. (*Advisor: B. Skura*)

- Carr, S. (2000). How evening/night work affects women's abilities to feed their families and socialize their children. (*Advisor: G.E. Chapman*)
- Cheng, E. (2001). A study of protein surface hydrophobicity and structure-function analysis of proteins in spray dried egg albumen. (*Advisor: E. Li-Chan*)
- Johnson, F. (2000). Teaching a very low fat semi-vegetarian diet vs. the standard modified fat diet: Effects on cardiac risk factors and nutrition-related quality of life. (*Advisor: S. Barr*)
- Lai, M. (2000). Characterization of chemical properties and sensory attributes of chickens fed ginseng-containing diets. (*Advisor: D. Kitts*)
- Landymore, C. (2001). Evaluation of protein utilization of vacuum microwave, air, and freeze-dried euphausia pacifica in a rat model. (*Advisor: Dr. T. Durance*)
- Lee, I. (2001). Magnesium status and peroxidative stress in golden Syrian hamsters fed casein and soy based diets. (*Advisor: D. Kitts*)
- Mui, W. (2000). Effect of vacuum microwave drying on the flavour, texture and colour characteristics of banana chips. (*Advisor: C. Scaman*)
- Paski, S. (2001) Effect of zinc nutritive on growth and the labile intracellular pool of zinc in 3T3 cells and histochemically reactive zinc in rats. (*Advisor: Z. Xu*)
- Small, M. (2000). Folate intakes and knowledge of women of childbearing age...the status in British Columbia. (*Advisor: R. Levy-Milne*)
- Stephen, L. (2001). Determinants of mothers' solid food feeding practices during the transition period (4-9 months): A qualitative study. (*Advisor: S. Innis*)
- Tang, K. (2000). The effects of pH and dilution pretreatments and removal of water soluble components on the functional properties of spray-dried egg yolk powder. (*Advisor: E. Li-Chan*)
- Townsend, M. (2001). Effect of medium chain fatty acids and ketones on leucine metabolism in astrocytes: Towards an understanding of the anti-epileptic efficacy of the ketogenic diet. (*Advisor: S. Innis*)
- Wong, P. (2001). The effects of electron beam irradiation and infusion of 1-ascorbic acid on the preservation of quality of fresh ground beef patties. (*Advisor: D. Kitts*)
- Wyne, M. (2001). Consumer practice and knowledge pertaining to safe food handling in households. (*Advisor: J. Richards*)
- University of Guelph**
- Bowman, J. (2001). Validation of the oral/nutritional status section of the minimum data set 2.0. (*Advisor: H. Keller*)
- Burgess, T. (2001). Evaluation of the effectiveness of The FOOD STEPS Healthy Eating Program. (*Advisor: D. Woolcott*)
- Chamberlain, S. (2001). Conceptual models of nutrition risk in community-based seniors. (*Advisor: H. Keller*)
- Cohen, B. (2000). Health behaviours of secondary school students. (*Advisor: S. Evers*)
- Ellis, A. (2001). The infant feeding decision-making process of adolescent mothers. (*Advisor: D. Woolcott*)
- Gibbs, A. (2001). Mealtimes as active processes in long-term care facilities: A resident-centred model. (*Advisor: H. Keller*)
- Kalin, K. (2000). Energy, nutrient and food intake of eight year old children in low income families. (*Advisor: S. Evers*)
- Lepp, K. (1999). Restaurant health promotion feasibility study. (*Advisor: D. Woolcott*)
- MacDonald, C. (1999). Fortification of a therapeutic complementary food on the growth and immune function of severely malnourished Malawian children. (*Advisor: R. Gibson/B. Bettger*)
- McKenzie, J. (1999). Vitamin-mineral supplement and herbal remedy use in community-living older adults. (*Advisor: H. Keller*)
- Murtaza, S. (2000). Applicability and feasibility of conjoint analyses to determine preferences for exercise, diet, or medication. (*Advisor: P. Brauer*)
- Senson, C. (1999). Nutrition and physical activity promotion programs. A needs assessment of McMaster University students. (*Advisor: D. Woolcott*)
- Université Laval**
- Unpublished Masters Theses
- D'Amours, M. (2000). Impact de la chaleur et des lipides sur la digestion protéique de divers aliments. (*Directeur : L. Savoie*)
- Daneault, S. (1999). L'intention et les déterminants majeurs de l'intention des infirmières et des diététistes du Nouveau-Brunswick de recommander l'allaitement maternel. (*Directrice : M. Beaudry*)
- Gilbert, N. (2001). Associations entre les différents types de glucides alimentaires, la composition corporelle et le profil métabolique chez l'homme. (*Directrice : S. Lemieux*)
- Lamontagne, P. (1999). Perception des adultes atteints de la maladie coeliaque face aux produits transgéniques sans gliadines et autres prolamines toxiques. (*Directrice : I. Galibois*)
- Latter-Dubois, J. (2000). Poulets fermiers: Leurs qualités nutritionnelles et organoleptiques et la perception du consommateur. (*Directeur : J. Zee*)
- Marois, J. (2000). Les facteurs pouvant expliquer de faibles apports en protéines chez des diabétiques de type 2 et des intolérants au glucose. (*Directrice : D. Ouellet*)
- Moussa Abba, A. (2000). Pratiques d'alimentation des enfants de 6 à 12 mois à Kollo au Niger. (*Directrice : M. Beaudry*)
- Paradis, G. (2001). Effet d'un supplément nutritionnel riche en huile MCT avec ou sans adjonction de fénofibrate sur le profil lipidique-lipoprotéique de sujets atteints de déficience primaire en lipase lipoprotéique (LPL). (*Directrice : H. Jacques*)
- Ruel, I. (2001). Étude des facteurs influençant le diamètre des lipoprotéines chez les individus atteints de déficience en lipoprotéine lipase. (*Directeur : B. Lamarche*)
- Scarsella, C. (2001). Prévalence de la population québécoise en santé cardiovasculaire et détermination d'une valeur de référence d'insulinémie à jeun comme marqueur du risque de détérioration métabolique. (*Directeur : J.P. Després*)
- Tessier, D. (1999). Influence de la consommation de bœuf sur l'apport en fer absorbable chez les adultes québécois. (*Directrice : H. Turgeon O'Brien*)
- Thibault, K. (2000). Influence d'une huile de beurre modifiée, d'une huile de beurre régulière et d'une margarine non-hydrogénée sur les lipides postprandiaux chez l'homme normolipidémique. (*Directrice : M. Bergeron*)
- Tremblay, André. (2001). Associations entre le profil en acides gras plasmatiques, l'accumulation de tissu adipeux viscéral et les paramètres métaboliques du syndrome de résistance à l'insuline. (*Directrice : S. Lemieux*)
- Tremblay, Annie. (1999). Comparaison de la biodisponibilité du calcium de différents produits laitiers en fonction de l'état physiologique chez la rate. (*Directeur: J. Zee*)
- Tremblay, K. (1999). Relation entre la consommation de bœuf et l'apport en zinc chez la population adulte du Québec. (*Directrice : T. Desrosiers*)

Université de Montréal

Caron, G. (2001). Avantages d'un supplément nutritif monomérique et de la corticothérapie au cours de la transplantation médullaire. (*Directeur : M. Houde Nadeau/ B. Bélanger*)

Codjia, P. (2001). Rapport de travaux réalisés dans le cadre du projet pilote- Huile de palme non raffinée pour la vitamine A au Burkina-Faso. (*Directrice : H. Delisle*)

Grenier, G. (2001). L'utilisation d'Internet par les diététistes du Québec: Leur niveau d'utilisation, leurs motifs d'utilisation et leurs besoins. (*Directeur : M. Marquis/V. Gavino*)

Keita, A. (2001). Évaluation de la qualité technique de programmes de suivi-promotion de croissance en Côte d'Ivoire. (*Directrice : H. Delisle*)

Lacombe, N. (2001). Détermination des habitudes de vie ayant le plus d'effet sur la densité osseuse de jeunes femmes euménorrhéiques. (*Directrice : M. Ledoux*)

Lannes, M. (2001). Modulation du renouvellement et de la différenciation des cellules cancéreuses du colon par des composantes du lait. (*Directeur : E. Seidman*)

Michaud, S-E. (2000). Régulation de la lipoprotéine lipase macrophagique par les acides gras. (*Directeur : G. Renier*)

Nkondjock, A. (2001). Diabète et obésité: Association entre la consommation des acides gras omega-3 et la risque de diabète non-insulino dépendant: Une étude écologique. (*Directeurs : O. Receveur/ B. Shatenstein*)

Roy, J. (2001). Effet des protéines et du calcium alimentaires sur l'intégrité osseuse chez le rat tout au long de la vie. (*Directeur : G. Ferland*)

Roy, S. (2001). Effets d'une supplémentation glucidique ou protéique et glucidique sur le catabolisme protéique après un entraînement en musculation. (*Directrice : M. Ledoux*)

Sakka, N. (2001). Rôle de l'énergie alimentaire dérivée des lipides dans la réponse thermique à l'alimentation. (*Directeurs : D. Garrel/ F. Larivière*)

Scalzo, G. (2001). Effet d'un supplément de picolinate de chrome sur la récupération post-exercice. (*Directrice : M. Ledoux*)

University of Saskatchewan

Boyle, J.L. (2001). Nutritional influences on bone mineral density in adult men. (*Advisor: S.J. Whiting*)

Doig, J.R. (2000). Nutrient intake and dietary practices of individuals with fibromyalgia. (*Advisor: G.A. Zello*)

Fabe, J.S. (2001). The effect of iron deficiency anemia on the expression of glutathione peroxidase in rat brain. (*Advisor: P.G. Paterson*)

Henderson, A.D. (2000). An evaluation of dietary knowledge and attitudes in four Saskatchewan communities. (*Advisor: A.M. Stephen*)

Johnson, S.T. (2000). Effect of resistant starch and wheat bran on polyamine biosynthesis in rat colonocytes. (*Advisor: A.M. Stephen*)

Simonson, R.A. (2000). Food biotechnology: Exploration of views and assessment of resource needs of Canadian dietitians. (*Advisors: S.J. Whiting / S.L. Berenbaum*)

Soni, A. (2000). Culture and food habits: Issues surrounding food with new International university students. (*Advisor: S.L. Berenbaum*)

Sun, D. (2001). Effect of folate deficiency on polyamine synthesis in rats. (*Advisor: A.M. Stephen*)

Suzuki, Y. (2000). Relationship between nutrition and bone mineral density in postmenopausal women. (*Advisor: S.J. Whiting*)

Thavarajah, P. (2001). Dietary intakes and physical activity in a sample of children in Saskatoon. (*Advisor: G.A. Zello*)

Zhang, Z. (2000). Impact of dietary protein on brain glutathione in stroke. (*Advisor: P.G. Paterson*)

Education

Unpublished Masters Theses

University of Western Ontario

Henry, C. (2000). School meals: An education provision in developed countries. (*Advisor: D. Allison*)

Family Studies/Études familiales

Unpublished doctoral dissertations

University of Alberta

Vogler, C. (2001). The experience of hope around with HIV Aids. Themes on light. (*Advisor: D. Kieren*)

Foods and Nutrition/Alimentation et nutrition

Unpublished doctoral dissertations

University of British Columbia

Arasteh, N. (2000). Passive immunization of rainbow trout with chicken immunoglobulins (IgY). (*Advisor: T. Durance*)

Université Laval

Hamelin, A-M. (1999). L'insécurité alimentaire des ménages dans la région de Québec: Une exploration. (*Directrice : M. Beaudry*)

Université de Montréal

Assouline, L. (2001). L'hypercholestérolémie familiale chez les enfants canadiens français. (*Directeurs : E. Levy / M. Lambert*)

Courtois, F. (2001). La peroxydation lipidique altère les propriétés de l'entérocyte et affecte l'absorption intestinale des graisses. (*Directeurs : M. Ledoux / E. Levy*) ■

REVIEW PANEL 2001 COMMISSION DE RÉVISION DES PUBLICATIONS 2001

Kathryn Baranovsky, *Manitoba*

Cassandra Brade, *Manitoba*

Jane Carlyle, *Alberta*

Sheila Chmuhalek, *Manitoba*

Catherine Field, *Alberta*

Nancy Gibson, *Alberta*

Pat Inglis, *Alberta*

Nancy Kerr, *Alberta*

Linda Lusby, *Nova Scotia*

Gail Marchessault, *Manitoba*

Maureen McKay, *Alberta*

Fiona Miller, *Ontario*

Berna Skrypnek, *Alberta*

Scotti Stephen, *Manitoba*

Susan Whiting, *Saskatchewan*

Laurie Wadsworth, *Nova Scotia*

Domestic Violence: The Bigger Picture

TRACEY A. LAPIERRE

Domestic Violence: The Bigger Picture

Domestic violence began receiving national attention in the United States in the mid-1970s. Recognition of this issue as a social problem was largely due to the women's movement. There developed a feminist gender-specific analysis of domestic violence, which viewed domestic violence as a consequence of male privilege and power in society. The result has been an increase in the awareness of domestic violence as well as the establishment of social services for battered wives and changes in legal statutes which have allowed women legal protection from being battered by their husbands (Straus, Gelles, & Steinmetz, 1980). Between 1968 and 1994, there was a steady decline in the percentage of the U.S. population who approved of a husband's slapping his wife (Straus, Kantor, & Moore, 1997). This decrease in the approval of violence would be even greater if public attitudes regarding the more severe forms of physical violence were measured. Straus et al. (1997) attribute this major change in public attitudes regarding violence to social movements condemning violence against women, legal and institutional reforms, and systematic antiviolence educational efforts. Because of the success of these initiatives, they should be continued and expanded.

One of the areas into which these initiatives should be expanded is an often neglected and highly controversial dimension of family violence - violence that is perpetrated by women against their intimate partners, as well as their children and other family members. The media focus on wife abuse, as well as increased levels of education and research in this area, have led to heightened public awareness of wife abuse; while, at the same time, issues of husband abuse have been neglected. This gender bias in the awareness of domestic violence has led to a more favourable perception of abused women but not of abused men. These biased perceptions of domestic violence inhibit the recognition of husband abuse as a social problem that should also be addressed.

Both men and women can be perpetrators or victims of domestic violence and sometimes

both at the same time. The causes and consequences of violence carried out by women in the home may not be the same as men; however, this violence does exist and does have consequences. Attempts to define domestic violence solely as violence by men against women disregards the male victims and female perpetrators of this type of violence. This is a problem because the result has been a lack of research to address this issue adequately.

Domestic violence is violence that occurs within an intimate relationship (Berry, 1998). This includes heterosexual partners, homosexual partners, parent-child/child-parent relationships and sibling relationships. It can take many forms including "verbal, psychological, ritual, spiritual, abuse of trust, physical, financial, reproductive, pornography, harassment, sexual (including incest; assault), stalking and witnessing abuse" (Canadian Panel on Violence Against Women, 1993, p. 20). Due to the multiple forms of violence and their differences in prevalence, measurement and consequences, the focus of this review will be on physical abuse in current or former heterosexual, husband-wife, common-law or dating relationships.

Evidence of Battered Men and Female Perpetrators of Domestic Violence

Like many issues, before they become defined as social problems, violence against men by women in intimate relationships is largely unrecognized and under documented. Research in the area of husband abuse is relatively non-existent. An electronic search using the Sociofile Database (1974-1998/10) and the keywords "domestic violence or spouse abuse" provided 1,166 references. The majority of the references dealt exclusively with female victims, while less than 10% of references mentioned male victims or female perpetrators. Even when male victimization or female perpetration was discussed, some of the articles reviewed were devoted to trivializing it, or denying its existence (e.g. DeKeseredy, 1993; Saunders, 1986). This shows that female perpetrators and male victims of domestic violence have received very little serious attention from researchers. In addition, there is often a strong negative

The Author:

Tracey A. LaPierre, Department of Human Ecology (now at the Department of Sociology, Duke University).

A special thank you to Dr. Brenda Munro and Dr. Norah Keating for their comments on this paper in its early stages. An earlier version of this paper was presented at the Canadian Association of Research in Home Economics (CARHE) Conference, Sherbrooke, Quebec, June 1999 and won the CARHE Graduate Student Research Award.

Correspondence concerning this article should be addressed to Tracey LaPierre, Department of Sociology, Box 90088, Duke University, Durham, North Carolina 27708-0088. Electronic mail may be sent to lapierre@soc.duke.edu.

Abstract

Although our understanding and treatment of male perpetrators and female victims of domestic violence has come a long way in the past 30 years, female perpetrators and male victims are still largely ignored. The purpose of this paper is to examine the current discourse on female perpetrators and male victims of domestic violence. A more ecological approach to the study of domestic violence is recommended in order to gain a better understanding of all violence in the family network, rather than concentrating on isolated dyads.

reaction to researchers that acknowledge female perpetrated violence, which often becomes personal and life threatening (Cook, 1997; Flynn, 1990; George, 1994; Pearson, 1997). Despite the marginal status of husband abuse as a social problem, the limited research that has been done in this area using police reports, general population surveys, national surveys and other studies, clearly shows the abuse of men by their partners does occur.

Police Reports

In McLeod's (1984) opinion, the number of domestic assaults reported to the police by men does not represent the total number of husband batterings that are occurring. In her research, she has found that men are even less likely than women to complain to the police about domestic violence. Due to the fact that violence by women against their partners is not a recognized social issue, law enforcement officers

and other professionals are less likely to see these situations as serious. In a study by Gelles and Straus (1985), noticeable differences in police intervention were observed depending on whether the individual who reported the crime was male or female. Some of the men who phoned the police for assistance were arrested themselves, while the police never arrested the female partner of the man who called. The range of actions and interventions used by the police was much narrower when they were called by a man, and, in some cases, the police did nothing. With a biased police response, the chances of a report's being filed in cases where men are the victims of abuse are reduced.

General Population Surveys, National Surveys and Other Research

The first comprehensive survey of violent family life based on a general nationally representative sample was conducted in 1975 by Gelles and Straus in the United States and replicated again in 1985 (Straus & Gelles, 1986). What these two surveys revealed was that, with regard to frequency, women are just as violent if not more so within the family as men. There was much criticism of these findings and accusations of gender bias because these surveys are based on self-reports of violent behaviour, and only one partner within a couple was included (Arias & Beach, 1987; Szinovacz, 1983). It was argued that women were more likely to answer honestly in their statements of physical aggression, and that men would under report their violence. The results would therefore reflect differences in the reporting of violence rather than of its occurrence. In response, Straus re-computed the assault rates regarding the frequency of violence received and perpetrated based solely on the responses of the 2,947 women in the 1985 survey. These new results confirmed that, even according to women, men are assaulted more often by their partners than are women (Cook, 1997).

From more than a hundred studies using multiple methodologies, there has been an overwhelming accumulation of evidence showing approximately equal assault rates by men and women towards their intimate partners (Fiebert & Gonzalez, 1997; Zlotnick, Kohn, Peterson, & Pearlstein, 1998). Some researchers have argued that mutual violence is the norm in violent households with up to 85% of violent couples reporting mutual violence (Brush, 1990; Cascardi, Langhinrichsen, & Vivian, 1992; Cook, 1997). They argue that this mutual violence is not solely the result of

women reporting acts of self-defense, and that it is mainly the result of bi-directional violence and aggression (Vivian & Langhinrichsen-Rohling, 1994).

Evidence that suggests that male victimization in domestic disputes is minor and insignificant often relies on research from non-representative, clinical samples (Stets & Straus, 1990). Claims that 95% of all domestic violence is wife abuse come from samples derived from police records, court records, or agencies dealing with domestic violence (George, 1994; MacLeod, 1989). The results of these studies do not accurately reflect the entire picture of domestic violence as it occurs in the average home.

Motive

According to police reports, general and national surveys, and other research, it is clear the battering of men by their partners does occur. As mentioned earlier, many studies find that it occurs more often than wife abuse. Often, these findings are dismissed by attributing acts of female violence to self-defense (Saunders, 1986; Straus & Gelles, 1986). The context, in which the violence occurs, as well as the motive for the violence, needs to be considered.

DeKeseredy, Saunders, Schwartz, and Alvi (1997) conducted exploratory research on the meanings and motives for women's use of violence in Canadian college dating relationships. Their results are from a Canadian nationwide representative sample of 1,835 female college students. Almost half of this sample (46%) reported using physical violence in a dating relationship since high school. Three motives for the use of this violence were investigated: self-defense, fighting back, and initiating an attack.

Of the women who used severe violence, 56.8% said that their use of violence was never in self-defense and 62.3% of the women who used minor violence also said that self-defense was never a part of their motivation for the violence they inflicted on their partner. Less than 10% of the women who reported using severe or minor violence in their relationships claimed that self-defense was a motive in all (100%) incidents of their use of violence. Other research has found that attention-seeking and retaliation for being emotionally hurt are common reasons given by females for their use of physical violence in relationships (Fiebert & Gonzalez, 1997; Follingstand, Wright, Lloyd, & Sebastian, 1991).

Résumé

Même si notre compréhension et notre traitement des hommes agresseurs et des femmes victimes de violence familiale ont grandement évolué au cours des trente dernières années, les femmes agresseurs et les hommes victimes de violence ont en grande partie été négligés. Cet article a pour objet d'examiner le discours actuel sur les femmes agresseurs et les hommes victimes de violence familiale. Nous recommandons une approche plus écologique à l'étude de la violence familiale, afin d'acquérir une meilleure compréhension de toute la violence qui a cours dans le réseau familial, plutôt que de se concentrer sur des dyades isolées.

Consequences of physical abuse

There are a number of consequences of physical violence; however, this paper will focus only on three of them: physical injuries, psychological consequences, and the witnessing of abuse by children.

Physical Injuries

Another criticism of higher or nearly equal rates of domestic violence against men is that, although men may be more frequently abused, they are less likely to receive injuries from the abuse because of physical differences in the strength of men and women (Brush, 1990). Here the claim is that it is the consequences that are important, not the act of violence itself. Physical injury is an important consequence of domestic violence but it should not be mistaken as a defining factor. In the National Survey of Families and Households, 65% of the women who reported physical victimization said they did not receive any injury (Zlotnick et al., 1998). Does this mean that their reports of being victims of physical violence are invalid because they did not receive any physical injuries? If we argue that these women, who did not receive any physical injury, are nonetheless victims, then why do we fail to make the same argument for men?

We should also be cautious about dismissing the men who do receive injuries simply because their relative risk of injury is lower than for women. This approach masks the large number of men at risk (Hoff, 1999). Data from the most recent National Violence Against Women survey in the United States (1995-1996) estimates that 835,000 men are victims of violence from their intimate partner each year (Tjaden & Thoennes,

1998). A significant number of these men receive injuries that are severe enough in nature to warrant concern and attention in their own right.

Psychological Consequences

Vivian and Langhinrichsen-Rohling (1994) investigated psychological impact and physical injury when measuring victimization and found that gender was not a differentiating factor in the impact on severely victimized spouses. Very few studies look at the effects of domestic violence on the psychological well-being of victims - especially not for male victims. One study reported that men experiencing physical abuse in dating relationships also reported greater levels of overall psychological distress and depression (Simonelli & Ingram, 1998). Researchers have shown that women express emotions more freely than men, and that men are more likely to keep emotions to themselves (Mirowsky & Ross, 1995). This could mean that tapping into the psychological well-being may be more difficult with men than with women. Special attention should be paid to the tools used to measure this kind of distress and caution used when comparing the amount of psychological distress experienced by men and women using the same scales.

Witnessing Abuse

The impact on children who witness domestic violence cannot be emphasized enough. It can be viewed as a consequence of physical violence within the home, but it is also a form of domestic violence on its own and has its own consequences. After controlling for parental verbal conflict, childhood physical and sexual abuse and perceived parental caring, women who witness partner abuse as children report lower self-esteem, more depression, higher levels of psychological distress, and lower levels of social adjustment in adulthood when compared to a non-witness control group (Henning, Leitenberg, Coffey, Turner & Bennett, 1996; Silvern et al., 1995).

When male and female college students were asked to report retrospectively on physical violence between their parents, it was found that these respondents perceived their mothers to be as violent as their fathers. The presence of mother-to-father abuse or father-to-mother abuse in this sample was significant in predicting the use of violence by the respondents in both same-sex and opposite-sex relationships (Cantrell, MacIntyre, Sharkey, & Thompson,

1995). Thus, it appears that witnessing physical violence in the home increases the use of physical violence by both male and female children outside of the home and in their future interpersonal relationships (Cook, 1997).

Marital violence is also a statistically significant predictor of child abuse. As the frequency of aggressive acts between spouses increases, the odds of the child's being a victim of abuse increase. This relationship exists for both physically violent wives and husbands (Ross, 1996). Furthermore, abuse from the mother has been shown to be a predictor of marital violence perpetration by both genders, whereas abuse from the father has been shown to predict marital violence victimization (Langhinrichsen-Rohling, Neidig, & Thorn, 1995). The abuse of children by their mothers may play an important role in the inter-generational transmission of violence.

Societal Context

A number of researchers have found differences in public perception of the same domestic violence event depending on the sex of the victim and the perpetrator (Arias & Johnson, 1989; Feather, 1996; Harris & Cook, 1994; Lehmann & Santilli, 1996). Male victims are consistently assigned more blame and responsibility for the abuse they receive. When females are the perpetrators of violence, the offense is seen as less serious and less deserving of any punishment. Physical violence of any kind appears to be more acceptable to the public when a female is the aggressor and/or a male is the victim (Arias & Johnson, 1989; Farrell, 1993). Currently, society has a high tolerance for females who physically abuse their partners, and this may be contributing to the larger number of women each year who report using violence in their family relationships.

Our thinking is so caught up in generalizations about family violence and gender stereotypes that we fail to see individual incidents for what they really are (Lucal, 1995). Men can be victimized and oppressed by their wives even if they are in a more advantageous position in other areas (James, 1996). At this point, society appears to be unwilling to acknowledge violence by women against their male partners. It has been argued that acknowledging domestic violence against men will harm the recognition of violence against women (DeKeseredy, 1993; Schwartz & DeKeseredy, 1993). This argument disregards the fact that the suppression of findings regarding husband abuse and violence

by women is contributing to misconceptions about domestic violence: misconceptions that ultimately shape social policy, legislation, and public attitudes (McNeely & Robinson-Simpson, 1987). The fact that there are female victims of male violence should not cause us to ignore or disregard male victims of female violence (Flynn, 1990).

Discussion

Gender specific findings from earlier research do not adequately reflect the broader picture of domestic violence with which we are now dealing, and further research needs to be done to understand all the dynamics of domestic violence. As long as domestic violence is viewed in a gender specific way, the proposed solutions for prevention, deterrence, and treatment of this crime, as well as services for victims, will be biased and will not reflect the reality of the existing problem of domestic violence in its entirety. The need for further research is clear. I propose an ecological approach that studies all violence within the family unit. Rather than isolating particular dyads within a family to examine family violence, all of them must be explored. The family can be viewed as an environment in which the various members influence, and are influenced by, the others. If we isolate particular dyads in our research, then we are taking them out of context. Examining the entire family will provide us with a broader understanding of violence in families. In this way, all dimensions of family violence including spouse abuse, child abuse, sibling abuse, and elder abuse, can be explored simultaneously and in relation to one another. This type of research will contribute to our understanding of the dynamics of violent families.

The results of this research should be used to increase public knowledge about the various forms of family violence and how men and women are both perpetrators and victims. Special training should be provided to social workers and law enforcement officers to be more sensitive to other dimensions of domestic violence. The lack of services and programs for abused men and abusive women should also be addressed. Further research on abused husbands will help in breaking down the gender specific definition of domestic violence, replacing it with one that recognizes all forms of family violence. This has implications not only for abused men and abusive women seeking help but also for other victims of female perpetrated violence, e.g. same-sex partners and seniors, who are often ignored due to a gender specific definition

of domestic violence. If family violence is viewed as intrinsically wrong, and a society in which families never resort to physical violence is our goal, then more attention needs to be given to the bigger picture of domestic violence.

References

- Arias, I., & Beach, S.R.H. (1987). Validity of self-reports of marital violence. *Journal of Family Violence*, 2, 139-149.
- Arias, I., & Johnson, P. (1989). Evaluations of physical aggression among intimate dyads. *Journal of Interpersonal Violence*, 4, 298-307.
- Berry, D. B. (1998). *The domestic violence sourcebook*. Los Angeles: Lowell House.
- Brush, L. D. (1990). Violent acts and injurious outcomes in married couples: Methodological issues in the National Survey of Families and Households. *Gender and Society*, 4, 56-67.
- Canadian Panel on Violence Against Women (1993). *Without fear: A facilitators Guide*. Ottawa, ON: The Panel.
- Cantrell, P., MacIntyre, D., Sharkey, K., & Thompson, V. (1995). Violence in the marital dyad as a predictor of violence in the peer relationships of older adolescents/young adults. *Violence and Victims*, 10, 35-41.
- Cascardi, M., Langhinrichsen, J., & Vivian, D. (1992). Marital aggression: Impact, injury, and health correlates for husbands and wives. *Archives of Internal Medicine*, 152, 1178-1184.
- Cook, P. W. (1997). *Abused men: The hidden side of domestic violence*. Westport, Connecticut: Praeger Publishers.
- DeKeseredy, W. S. (1993). *Four variations of family violence: A review of sociological research*. Ottawa, ON: Health and Welfare Canada, Family Violence Prevention Division, National Clearinghouse on Family Violence.
- DeKeseredy, W.S., Saunders, D.G., Schwartz, M.D., & Alvi, S. (1997). The meaning and motives for women's use of violence in Canadian college dating relationships: Results from a national survey. *Sociological Spectrum*, 17, 199-222.
- Farrell, W. (1993). *The myth of male power: Why men are the disposable sex*. New York: Simon & Schuster.
- Feather, N.T. (1996). Domestic violence, gender, and perceptions of justice. *Sex Roles*, 35, 507-519.
- Fiebert, M.S. & Gonzalez, D.M. (1997). Women who initiate assaults: The reasons offered for such behavior. *Psychological Reports*, 80, 583-590.
- Flynn, C. P. (1990). Relationship violence by women: Issues and implications. *Family Relations*, 39 (2), 194-198.
- Follingstand, D., Wright, D., Lloyd, S., & Sebastian, J.A. (1991). Sex difference in motivations and effects in dating violence. *Family Relations*, 40, 51-57.
- Gelles, R. J. & Straus, M. A. (1985). *Intimate violence: The causes and consequences of abuse in the American family*. New York, New York: Simon and Schuster, Inc.
- George, M. J. (1994). Riding the donkey backwards: Men as the unacceptable victims of marital violence. *The Journal of Men's Studies*, 3, 137-159.
- Harris, R. J. & Cook, C. A. (1994). Attributions about spouse abuse: It matters who the batterers and victims are. *Sex Roles*, 30, 553-565.
- Henning, K., Leitenberg, H., Coffey, P., Turner, T., & Bennett, R. (1996). Long-term psychological and social impact of witnessing physical conflict between parents. *Journal of Interpersonal Violence*, 11, 35-51.
- Hoff, B.H. (1999). The risk of serious physical injury from assault by a woman intimate: A re-examination of national violence against women survey data on type of assault by an intimate. *MenWeb*. Retrieved January 1, 1999 from <http://www.vix.com/menmag/nvawrisk.htm>
- James, K. (1996). Truth or fiction: Men as victims of domestic violence? *Australian and New Zealand Journal of Family Therapy*, 17 (3), 121-125.
- Langhinrichsen-Rohling, J., Neidig, P., & Thorn, G. (1995). Violent marriages: Gender differences in levels of current violence and past abuse. *Journal of Family Violence*, 10, 159-176.
- Lehmann, M. & Santilli, N. R. (1996). Sex differences in perceptions of spouse abuse. *Journal of Social Behavior and Personality*, 11, 229-238.
- Lucal, B. (1995). The problem with "battered husbands". *Deviant Behavior: An Interdisciplinary Journal*, 16, 95-112.
- MacLeod, L. (1989). Wife Battering and the web of hope: Progress, dilemmas and visions of prevention. For: *Working Together: 1989 National Forum on Family Violence*. The National Clearinghouse on Family Violence, Health and Welfare Canada.
- McLeod, M. (1984). Women against men: An examination of domestic violence based on an analysis of official data and national victimization data. *Justice Quarterly*, 1, 171-193.
- McNeely, R.L. & Robinson-Simpson, G. (1987). The truth about domestic violence: A falsely framed issue. *Social Work*, 32, 485-490.
- Mirowsky, J., & Ross, C.E. (1995). Sex differences in distress: Real or artifact? *American Sociological Review*, 60, 449-468.
- Pearson, P. (1997). *When she was bad: Violent women & the myth of innocence*. Toronto: Random House of Canada Limited.
- Ross, S. M. (1996). Risk of physical abuse to children of spouse abusing parents. *Child Abuse and Neglect*, 20, 589-598.
- Saunders, D. G. (1986). When battered women use violence: Husband abuse or self defense? *Victims and Violence*, 1, 47-60.
- Silvern, L., Karyl, J., Waelde, L., Hodges, W., Starek, J., Heidt, E., & Min, K. (1995). Respective reports of parental partner abuse: Relationship to depression, trauma symptoms and self-esteem among college students. *Journal of Family Violence*, 10, 177-202.
- Simonelli, C. & Ingram, K. (1998). Psychological distress among men experiencing physical and emotional abuse in heterosexual dating relationships. *Journal of Interpersonal Violence*, 13, 667-682.
- Stets, J. E., & Straus, M. A. (1990). Gender differences in reporting marital violence and its medical and psychological consequences. In Murray A. Straus and Richard J. Gelles (Eds.), *Physical violence in American families*. New Brunswick, New Jersey: Transaction Publishers.
- Straus, M. A., & Gelles, R. J. (1986). Societal change and change in family violence from 1975 to 1985 as revealed by two national surveys. *Journal of Marriage and the Family*, 48, 465-479.
- Straus, M. A., Gelles, R. J., & Steinmetz, S. (1980). *Behind closed doors: Violence in the American family*. Garden City, New York: Anchor Press/Doubleday.
- Straus, M. A., Kantor, G. K., & Moore, D. W. (1997). Change in cultural norms approving marital violence from 1968 to 1994. In Glenda Kaufman Kantor and Jana L. Jasinski (Eds.), *Out of the Darkness: Contemporary perspectives on family violence*. (pp3-16). Thousand Oaks: Sage Publications.
- Schwartz, M.D., & DeKeseredy, W.S. (1993). The return of the "battered husband syndrome" through the typification of women as violent. *Crime, Law and Social Change*, 20, 249-265.
- Szinovacz, M.E. (1983). Using couple data as a methodological tool. *Journal of Marriage and the Family*, 48, 465-479.
- Tjaden, P.G., & Thoennes, N. (1998). *Prevalence, incidence and consequences of violence against women: Findings from the national violence against women survey* (NCJ 172387). Washington, DC: U.S. Department of Justice, National Institute of Justice & Centers for Disease Control and Prevention, Research in Brief series, November, 1998. Retrieved October 28, 2001 from <http://ncjrs.org/pdffiles/172837.pdf>
- Vivian, D., & Langhinrichsen-Rohling, J. (1994). Are bi-directionally violent couples mutually victimized? *Violence and Victims*, 9, 107-124.
- Zlotnick, C., Kohn, R., Peterson, J., & Pearlstein, T. (1998). Partner physical victimization in a national sample of American families. *Journal of Interpersonal Violence*, 13, 156-167. ■

ADVERTISE IN THE NATIONAL!

TAKE ADVANTAGE OF AN EXCEPTIONAL OPPORTUNITY TO MAKE YOUR PRODUCTS AND SERVICES KNOWN TO OTHER PROFESSIONALS ACROSS THE COUNTRY

The National is a quarterly newsletter distributed to CHEA's 1300 members across the country, as well as a variety of like-minded organizations. Placing an ad in The National will guarantee your company's products or services will be seen by a group of very influential decision-makers working intimately with Canadian families.

Your company can place an ad the size of a business card for \$100. A 25% discount applies for three or more repeats in the same fiscal year which can appear in a combination of our professional journal, Web site and newsletter (only one formatted copy will be accepted).

Advertising space is limited, so reserve your space in The National today to ensure your company does not miss out on this important opportunity. For additional information, please contact Afonso da Silva: adasilva@chea-acef.ca

Le soutien parental au Québec : un mandat dérivé des centres de la petite enfance

MICHELINE LALONDE-GRATON

Sociologue et enseignante au certificat en enseignement en milieu de garde

BRIGITTE LÉPINE

Promotion & Communications, Regroupement des centres de la petite enfance de la Montérégie

Pour contacter les auteures : cpemonteregie@rcpem.com

Une Politique familiale au Québec

En 1997, le gouvernement de Lucien Bouchard clôturait les États généraux de l'éducation et le Sommet économique. Dans le cadre de ces événements politiques majeurs, la ministre Pauline Marois annonçait la création du ministère de la Famille et de l'Enfance et la mise sur pied des centres de la petite enfance (CPE), à partir du réseau existant des garderies à but non lucratif.

Lors de leur création, les centres de la petite enfance ont reçu le mandat d'offrir aux enfants des services éducatifs permettant d'égaliser les chances de réussite scolaire et sociale des plus jeunes citoyens, en accordant officiellement aux enfants de 0 à 4 ans une protection essentielle contre la scolarisation précoce et les difficultés qui s'ensuivent (Lalonde-Graton, 1996). Il faut comprendre que ce mandat est indissociable de l'accessibilité des services (par le programme des places à contribution réduite qui permet aux parents d'avoir accès à une place pour leur enfant à 5\$ par jour) et surtout de leur universalité (l'objectif gouvernemental pour 2003-2004 est de rendre disponibles 200,000 places en milieux de garde).

Quelques documents précisent le mandat accordé aux CPE. Il y est indiqué que les CPE « pourront également mettre sur pied d'autres services à la famille et des services spécialisés en collaboration avec d'autres organismes sociaux » (Ministère de la Famille et de l'Enfance, 1997, p.11) et que « le Programme éducatif des centres de la petite enfance vise la continuité éducative entre les familles, les centres de la petite enfance et les autres services éducatifs, de façon à faciliter le passage de l'enfant à la maternelle et à favoriser sa réussite scolaire » (Ministère de la Famille et de l'Enfance, 2001). Voilà où se situe le rôle du CPE en matière de services aux familles et de soutien parental, un élément inhérent à son mandat.

Mandat de soutien parental : que doivent faire les CPE ?

Jusqu'à maintenant, la formation et le travail des éducatrices les habilitaient à intervenir auprès des enfants et non auprès des parents ou des familles. En effet, on ne demande pas à une éducatrice d'être spécialiste en psychologie parentale ou en andragogie, mais de mettre quotidiennement son professionnalisme au service des enfants dont elle a la responsabilité. La question se pose donc : comment une éducatrice peut-elle ou doit-elle répondre aux exigences gouvernementales, telles qu'elles avaient été émises dans les conclusions du Sommet économique de 1996 et dans l'ensemble des documents ministériels exposant les mandats des CPE produits ultérieurement?

Pour les CPE et le personnel éducatif, il existe probablement plusieurs avenues possibles mais deux nous semblent plus particulièrement pertinentes : assurer la cohérence des interventions éducatives auprès de l'enfant et participer au réseautage des ressources gravitant autour des parents de celui-ci. Nous en traiterons brièvement dans les lignes qui suivent.

Cohérence des interventions éducatives auprès de l'enfant

Chez l'adulte, l'incohérence et les contradictions engendrent beaucoup de stress. Pourquoi en serait-il autrement chez l'enfant ? Celui-ci a besoin de consignes claires et d'un milieu stable pour s'épanouir, se développer sainement et explorer son environnement. Lorsque les règles et demandes des adultes sont imprécises, changeantes et contradictoires, l'enfant tente de situer les limites du « permis » et du « défendu ». Lorsque l'entourage est imprévisible et manque de stabilité, l'enfant peut devenir nerveux et ne plus savoir sur quel pied danser.

Le Regroupement des centres de la petite enfance de la Montérégie définit le terme cohérence comme « la propriété d'un ensemble dont toutes les parties sont intimement liées » (Anonyme, 1999a, p. 9). En éducation, la cohérence est assurée par le lien étroit qui unit les personnes impliquées dans une démarche éducative auprès d'un ou de plusieurs enfants. De nombreux chercheurs ont démontré que, pour le bien-être de l'enfant, la cohérence est essentielle entre les adultes responsables et entre les milieux de vie de l'enfant. Comme l'enfant passe une partie de sa vie dans sa famille et une partie de sa vie au centre de la petite enfance, il est essentiel que ces deux milieux ne présentent pas de différences trop grandes au plan des pratiques, attitudes et attentes éducatives. S'il y a mésentente, désaccord ou contradiction entre la famille et le personnel éducateur, c'est l'enfant qui en subira les conséquences.

Il importe donc qu'il existe une « complicité » au plan de l'éducation. D'ailleurs, en 1997, un sondage effectué auprès de 496 familles et 94 éducatrices de centres de la petite enfance de la région montréalaise a clairement démontré que les principales raisons qui poussaient à maintenir une bonne communication entre parents et éducatrices étaient, entre autres, d'assurer une cohérence entre la maison et le CPE, de comprendre et de tolérer certains comportements de l'enfant dans certaines situations et de créer un sentiment de sécurité entre les intervenantes et l'enfant (Anonyme, 1999b).

La cohérence ne vise pas l'uniformité des deux milieux. Il s'agit bien de développer leur capacité respective de communiquer, d'établir des liens, d'utiliser les compétences de chacun, d'échanger sur le vécu de l'enfant, d'être à l'écoute, de bâtir une confiance en établissant des buts et objectifs communs, en cherchant ensemble des solutions à divers problèmes et en partageant les résultats de ces démarches.

Réseautage des ressources gravitant autour des parents de l'enfant

Pour répondre adéquatement aux besoins des enfants, il est donc essentiel que les CPE reconnaissent l'importance de la famille et qu'ils mettent en place des moyens pour bien communiquer avec elle. Ces communications doivent être fondées sur l'idée que les parents sont les premiers responsables de l'éducation de leurs enfants et qu'ils sont compétents pour assumer ce rôle. Mais le métier de parents

n'étant jamais inné, il est essentiel que ceux-ci trouvent des mesures de soutien et fassent partie d'un réseautage de ressources qui saura répondre à leurs besoins multiples. Par le biais de conférences ou d'ateliers, par le biais d'organismes communautaires de soutien aux familles, les parents sauront toujours mieux s'outiller.

Lorsque l'enfant fréquente un CPE, c'est principalement l'éducatrice qui a le devoir de lui transmettre les éléments relatifs à son développement. Mais le CPE a également pour devoir et mandat de créer des liens avec les autres organismes de son territoire de manière à constituer un réseau de services d'intervention auprès de la famille. Ainsi, alors que l'éducatrice interviendra sur une base individuelle, le réseautage permettra d'intervenir sur une base familiale. La création de liens inter-réseaux fait d'ailleurs partie intrinsèque de la Politique familiale québécoise. Pensons, entre autres, aux liens qui doivent se créer entre les différents organismes familiaux et communautaires, avec les partenaires locaux (Lépine, 2000). Le rôle du CPE est donc d'une grande importance.

Afin de concrétiser ce mandat, plusieurs projets ou mouvements ont été lancés. À titre d'exemple, notons la tenue, en mai 2001, du premier « Grand rendez-vous OCF-CPE » qui a réuni pendant deux jours des représentants d'associations de centres de la petite enfance et « d'organismes communautaires famille » (OCF). Cette rencontre d'échange, qui a permis à ces alliés naturels de reprendre contact après quelques années d'éloignement, a donné naissance à différents projets communs et a suscité la création de nouveaux liens partenariaux.

La préoccupation pour le développement du réseautage a également fait émerger, à différents paliers d'intervention, un besoin de ressources et de soutien concrets. On voit, ainsi, de plus en plus d'organismes embaucher du personnel spécifiquement mandaté pour développer et soutenir le partenariat inter-réseau. Ces personnes auront comme mandat d'assurer une représentation adéquate au sein d'un maximum de comités inter-sectoriels liés à la petite enfance. En transmettant les préoccupations des CPE qui les ont mandatées, ces personnes pourront plus aisément trouver ou recommander des façons de faire qui favoriseront le partage des expertises de chacun des organismes du réseau.

Conclusion

Si la Politique familiale québécoise suscite un intérêt marqué au sein de la population et un sentiment d'émulation dans plusieurs provinces ou pays étrangers, elle doit concrètement et effectivement être adoptée à tous les paliers d'intervention politique, et c'est l'un des grands défis de la société du présent millénaire. Ainsi, la conjoncture des efforts de tous, grâce, entre autres, à un réseautage des organismes touchés par cette politique, permettra un réel soutien et une meilleure reconnaissance des familles.

Mais si le Québec, en faisant naître et progresser une Politique familiale nationale, a fait d'immenses progrès au plan social, des progrès dont les familles peuvent s'enorgueillir, il est encore loin d'une réalité idéale. Combien de municipalités, par exemple, hésitent encore à se doter de politiques familiales? Combien de CPE doivent encore se battre pour obtenir des services, des infrastructures, des ressources humaines ou même une oreille attentive de la part des élus de leurs secteurs? Il semble inconcevable, dans une société comme la nôtre,

que de telles situations existent encore, puisque ce sont les parents, les familles et, en bout de ligne, les enfants, qui voient s'effriter peu à peu la reconnaissance de leur statut, celui d'être la base de toute société saine et florissante.

Références

- Anonyme (1999a). Enfance et cohérence. *Le Bulletin du regroupement des centres de la petite enfance de la Montérégie*, 19(3), 9.
- Anonyme (1999b). La communication entre parents et éducatrices. *Le Bulletin du regroupement des centres de la petite enfance de la Montérégie*, 20(2), 14.
- Lalonde-Graton, M. (1996). *Un enfant à préserver. Réflexion sur les dangers de la scolarisation précoce*. Ville St-Laurent, Qc : Concertation inter-régionale des garderies du Québec.
- Lépine, B. (2000). Les centres de la petite enfance, un vaste chantier économique. *Le Bulletin du regroupement des centres de la petite enfance de la Montérégie*, 21(1), 11.
- Ministère de la Famille et de l'Enfance (1997). *Programme éducatif des centres de la petite enfance*. Québec : Gouvernement du Québec.
- Ministère de la Famille et de l'Enfance (2001). *Les services de garde à l'enfance*. Gouvernement du Québec. [Document électronique] Disponible à : www.famille-enfance.gouv.qc.ca ■

ANNONCEZ DANS « LE NATIONAL »!

PROFITEZ DE CETTE OCCASION SPÉCIALE POUR FAIRE CONNAÎTRE VOS PRODUITS ET SERVICES À D'AUTRES PROFESSIONNELS PARTOUT AU PAYS

Le National est un bulletin trimestriel qui est distribué aux 1 300 membres de l'ACÉF partout au pays ainsi qu'à divers organismes d'optique commune. En passant une annonce dans le National, votre compagnie aura la garantie qu'un groupe de décideurs très influents travaillant directement auprès des familles canadiennes prendra connaissance de ses produits ou services.

Votre compagnie peut publier une annonce de la taille d'une carte d'affaires pour la somme de 100 \$. Un rabais de 25 % s'applique à la publication des trois mêmes annonces ou plus au cours de la même année financière. Celles-ci peuvent apparaître dans notre revue professionnelle, notre site Web et notre bulletin (une seule copie formatée sera acceptée).

L'espace publicitaire étant limité, réservez dès aujourd'hui votre espace dans Le National afin de vous assurer que votre compagnie ne rate pas cette occasion. Pour plus de renseignements, communiquez avec Afonso da Silva: adasilva@chea-acef.ca

A Strategy to Infuse a Global Perspective into Consumer Education

SUE L.T. MCGREGOR AND KATHERINE BOURBONNIERE

Globalization is leading to many new challenges in the marketplace. The premise of this paper is that conventional consumer education does not prepare consumers adequately to deal with the consequences of their consumption decisions in a globalized marketplace. Wells and Atherton (1998) contend that, as the marketplace evolves and becomes even more complex, consumer competence, and in turn consumer education, also have to evolve. Bringing a global perspective to consumer education is one way educators can adapt their approach to socializing students into their role as consumers such that consumption decisions reflect concern for the environment, those living in other places, and those not yet born. Conservation and saving the environment (sustainable development) and sustainable consumption¹ (all part of global consumer education) have received much attention (McGregor, 1999a) but less emphasis has been placed on the impact of current decisions on those living elsewhere and on those not yet born (intergenerational equity).

This gap is interesting since conventional marketplace theory, on which consumer education is usually based, concerns itself with equity and efficiency (McGregor, 1994). Equity is concerned with the fairness of the transaction and what could be less fair than consumer behaviour that creates or perpetuates situations of oppression, exploitation, injustice, and insecurity? After explaining the concepts of globalization, capitalism and consumerism, an argument will be made for bringing a global perspective to conventional consumer education curricula using *Project Real World (PRW)*, a Canadian consumer education curriculum, as a case study ("Federal/Provincial Task Force", 1992).

Globalization

While there are many meanings attached to the concept of globalization, for the purposes of this paper, it will be understood as a process of dynamic patterns of interaction and change which involves growing economic interdependence of countries worldwide (Cerny, 1995; Singh, 1999). Although the term globalization is often heard in connection with economic phenomena, it has implications far beyond the realm of economics - encroaching on social, political, cultural, environmental, and familial realms (Kersten, 1998). Agreeing that globalization has been ongoing for about 150

years, Singh (1999) and others clarify that the present stage of globalization is characterized by: (a) technological change, particularly advances in, and reduction of costs in, telecommunications and transportation; (b) worldwide population growth leading to more people being in contact than before; (c) policy decisions made by governments leading to less nationalism and more internationalism; (d) rapid growth of international financial transactions (buying and selling money) relative to the selling of goods and services; (e) faster growth in trade, especially among transnational corporations (TNCs) rather than among national firms; (f) the emergence of global markets in which to sell goods and services (rather than just selling at home); (g) the trend to make goods and services abroad instead of in home countries (so as to move production to the cheapest labour that can be found); (h) the opening of many countries' boundaries to each other; (i) the growing power of corporations over state and citizen; (j) the cut back or privatization of health, education and social welfare; (k) massive problems related to social cohesion, democracy, government sovereignty and citizenship; (l) the undermining of cultures and communities; and (m) sharpened regional disparities and inequalities leading to warfare (Brander, 1995; Cerny, 1995; Hellyer, 1999; Institute on Globalization and the Human Condition, 1998; Landes, 1999; Lockwood & Madden, 1999).

Culture of Capitalism

Globalization is occurring in the context of a culture of capitalism (Scholte, 1997). Capitalism serves economic self-interests (Shadab, n.d.) and is the theory of an economic (some say social) system in which resources (including human labour) are privately owned and used in production activities leading to the accumulation of private wealth (Diaz, Massialas, & Xanthopoulos, 1999). Capitalism is now the dominant economic system of the world.

The culture of capitalism encourages the accumulation of profit for the capitalist (the producer), the accumulation of wages for the labourer and the accumulation of commodities by the consumer. The sole purpose of the capitalist is to invest money, accumulate profit, and reinvest that money as the investor's private wealth grows due to increased ownership. The purpose of the labourer is to sell his/her skills to make wages. This labourer then assumes the

The Authors

Dr. Sue McGregor, Ph.D., is Professor and Coordinator of Peace and Conflict Studies at Mount Saint Vincent University in Halifax, N.S.

E-mail: sue.mcgregor@msvu.ca

The Reverend Katherine Bourbonniere, B.H.Ec., B.Ed., is a minister at the Anglican Church Rectory.

Abstract

Educators are important agents of consumer socialization, having a profound impact on the development of patterns of adult consumer behaviour. After discussing globalization, capitalism and the culture of consumerism, this paper shares a four phase plan to help home economic educators move towards delivering consumer education from a global perspective. The plan involves gaining familiarity with (a) the conventional approach to consumer education, (b) the cultures of globalization, capitalism, and consumerism, (c) the global perspective and, (d) finally, integrating the three to create a global consumer education curriculum, in this case, using CHEA's global resource files and *Project Real World*, a Canadian consumer education curriculum.

role of consumer whose purpose is to purchase and use more and more goods and services. Consumption means that the producer needs to make more, that the labourer needs to work more and that a cycle of consumerism has to be maintained if the culture of capitalism is to survive (Robbins, 1999). Now, people are being reared to be consumers in the marketplace instead of citizens in a community (Jacobson, 1993). In the global economy, human beings (especially in developed countries) have been rendered merely units for production, consumption, earning, saving, and spending (Costa, 1998). People in developed countries face higher unemployment as jobs move off shore, the middle class faces increasing erosion as the gap between the haves and have nots widens, and social supports such as health, education, and welfare are declining. Those in developing countries are also affected negatively by northern consumption decisions and are, at the same time, trying to emulate the unsustainable northern consumer lifestyle. This pattern leads to a global culture of consumption - a world consumer society.

Culture of Consumerism

The culture of capitalism could not evolve without the parallel culture of consumerism. Consumerism is the myth that the individual

will be gratified by consuming. It is an acceptance of consumption as a way to self-development, self-realization, and self-fulfilment. In a consumer society, an individual's identity is tied to what one consumes. People buy more than they need for basic subsistence and are concerned for their self-interest rather than mutual, communal interest or ecological interest. What ever maximizes individual happiness is best with happiness equated to accumulation of goods and use of services (Goodwin, Ackerman & Kiron, 1997). Consumerism is "economically manifested in the chronic purchasing of goods and services, with little attention to their true need, durability, product of origin or the environmental consequences of manufacture and disposal" (Verdant, 1997).

Because consumerism involves each person in an endless quest for the attainment of material things (Verdant, 1997), people have not been encouraged to give thought to whether their consumption habits produce class inequality, alienation, or repressive power. A consumer society is one in which discretionary consumption is a mass phenomenon, not just the province of the rich or even the middle class (Schor, 1999). Consumption in a consumer society leads to materialism, defined as a culture where material interests are not made subservient to other social goals (Friedman, 1993) and where people attempt to satisfy social, emotional and spiritual needs with material things (Durning, 1992). It is in this context, that of the global consumer society, that the conventional notions of consumer education are being challenged.

Conventional Consumer Education

Consumer education is concerned with developing the skills, attitudes, and knowledge required to live in a consumer society (National Consumer Education Partnership, 1999). It is conventionally defined as "the process of gaining the knowledge and skills needed in managing consumer resources and taking actions to influence the factors which affect consumer decisions" (Bannister & Monsma, 1982, p.5). Since the late 60s, consumer education has generally comprised three general areas: (a) consumer decision making and household choice making (external and internal factors affecting consumer decisions as well as the stages of the decision making process); (b) resource management and the consumer in the economy (personal finance, risk management, taxes, buying skills in all areas of one's budget, and conservation of the environment); and, (c) citizen participation and consumer and government (consumer protection and

Résumé

Les éducateurs sont d'importants agents de socialisation des consommateurs, puisqu'ils ont une incidence marquée sur le développement de modèles de comportement chez le consommateur adulte. Après avoir discuté de mondialisation, de capitalisme et de culture du consumérisme, cet article présente un plan en quatre volets afin d'aider les éducateurs en économie familiale à donner un enseignement sur la consommation d'après une perspective mondiale. Il s'agit tout d'abord de se familiariser avec a) l'approche traditionnelle à l'éducation des consommateurs, b) les cultures de la mondialisation, du capitalisme et du consumérisme, c) la perspective mondiale et d) enfin, l'intégration des trois premiers volets dans le but de créer un programme mondial d'éducation des consommateurs, à l'aide, dans le cas présent, du fichier des ressources de l'ACÉF et du Project Real World, un programme d'enseignement canadien sur la consommation.

advocacy) (Bannister & Monsma, 1982; Canadian Consumer Council [CCC, now defunct], 1970; Robinson, 1988).

The conventional economic theory view of the consumer in the marketplace is that the consumer:

- is fully rationale, well-informed, always knows what s/he wants (and these wants are consistent),
- is not persuaded by business or other consumer's preferences,
- is convinced that there are no consequences on others that have not been included in the price (Schor, 1999).

Reality does not bear up these assumptions of economic theory. When business (sometimes government) does something that harms the consumer, the market is said to have failed. McGregor (1994) profiles the concept of marketplace failures, comprised of issues related to the basic consumer rights of: information, safety and health, choice, voice, redress and privacy. Actions that infringe on these rights are seen to be failures of the market. The content of conventional consumer education programs has traditionally focussed on training consumers to function in a marketplace that is predisposed to disappoint them and have negative impact on their interests, or to empower them to make optimal decisions mitigating a failure of the market's function. Markets can also fail, resulting in consumer problems, if there are problems with the structure of the market itself, problems with government and society's attitudes towards consumers, or problems with individual sellers and consumers or cohorts of consumers with special needs (elderly, youth, low income, etc.).

Consumer Education Rhetoric versus Reality

Even 40 years ago, part of the philosophy behind consumer education in Canada was to prepare people to be responsible citizens rather than just consumers (CCC, 1970). This

philosophy still is prevalent in consumer education rhetoric worldwide. To illustrate, Wells and Atherton (1998), from the UK, note that those involved in consumer education should contribute to society as a whole by creating more *active and informed citizens*. In the United States, Bannister and Monsma (1982) comment that

in a democratic framework, the ideal citizen understands the operation of the political process and influences public policy through individual and collective action. This same ideal can be applied to the *consumer as a citizen* (emphasis added) in relation to the external settings which provide the environments of consumer decisions. ...[However] few consumer citizens meet the ideal... (p.40)

The U.S. based National Institute for Consumer Education (NICE) (1996) recognizes that consumer education is a way for the consumer to see that one's consuming role is linked to one's role as a *socially responsible citizen*. Hellman-Tuiter (1985), writing on behalf of the International Organization for Consumer Unions (IOCU, now Consumers International), explains that consumer education is a way to develop an understanding of *one's role as a citizen* in economic, social, and government systems and to socialize a new generation of thoughtful and socially responsible citizens concerned with the impact of their consumer decisions on the lives of others, particularly the disadvantaged.

While consumer education was always intended to "include a discussion of consumer responsibilities to the society at large, as well as to the individual household" (Robinson, 1988, p. 871), in reality, the focus of most programs has been on the "efficient consumer" rather than the "equitable consumer" or "ethical consumer". An equitable consumer would make optimal decisions which would include concern for the impact of the decision: on the environment; on others, especially those living elsewhere; and, those not yet born. This

concern for other citizens and for the ecology is important because markets fail if they infringe on the equity, social justice, freedom, and security of the people who make the goods and services we consume in northern developed countries. Markets also fail if the natural environment is abused and not respected. From the beginning, value laden topics, such as employment conditions, wages, human rights, social justice, inequalities and resource use and depletion, were considered appropriate topics inclusion in consumer education (Robinson, 1988, p. 871) but it just did not seem to materialize in the day-to-day delivery of programs. Instead, consumer education programs tend to pay too little attention to social concerns and instead deal with how to make the optimal decision within constraints of available monetary resources, and more recently, the environmental consequences of consumer choices (Robinson, 1988). One way to bring this socially responsible perspective to consumer education is to bring the global perspective to the forefront of teacher and consumer socialization. Consumer education must mature towards a global perspective to accommodate the complexity and humanity of the international marketplace.

Global Education/Perspective

A global perspective/education focuses on global problems and issues, interdependence of people, and reciprocal relationships. It also chips away at apathy, ignorance, prejudice and injustice. It increases people's awareness and understanding of global issues, helps them articulate and reason about moral questions, and encourages reflection and responsible actions (Smith & Peterat, 1992). A global perspective consists "of the information, attitudes, awareness, and skills which taken together, can help individuals understand the world, how they affect others, and how others affect them" (Babich as cited in Smith, 1993, p.19). Smith and Peterat drew on nine global education theorists as they developed their discussion of what is global education, of how does one globalize home economics education and of what are the key principles on which one draws as one teaches from this perspective. Table 1 is a distillation of their analysis into 14 global principles in no particular order. The moral tone of Table 1 is intentional, respecting the normative nature of these general principles. Robinson (1988) recognizes that the teaching of principles, when educating people to be consumers, is appropriate because principles are versatile, retaining their usefulness over long periods of time and as circumstances and lifestyles change.

Table 1

DIMENSIONS OF A GLOBAL PERSPECTIVE - 14 GLOBAL PRINCIPLES (extracted from Smith and Peterat, 1992)

Perspective consciousness	we must begin to appreciate that our view of the world is not universally shared by others and other views are valid
State of the planet awareness	we must be aware of prevailing and emerging world conditions and developments
Cross cultural awareness	we must appreciate that there are a diversity of ideas and practices found in human societies and communities
Knowledge of global dynamics	we must have a modest comprehension of key traits and mechanisms of the world system and global interdependence
Aware of human choices and alternatives	we must be aware of problems related to choices facing people and nations and how these choices change as one gains a consciousness of global systems
Balanced development	the demands on local supply to support development initiatives should not place undue strain local supply
Voluntary simplicity	we should strive to create a lifestyle by streamlining and simplifying personal possessions and consumption
Complementary technology	the technology introduced into a country should be compatible with, or not compromise, local indigenous technology or how it is passed on to the next generation, whether this be in the North, South, East or West
International reciprocity	we must appreciate that each culture has much to give and much to gain from cross cultural interactions
Sustainable lifestyles	we must ensure that current collective lifestyles and production methods support, rather than harm, the environment and ecosystem, other people and future generations - be ecologically responsible
Systems consciousness	we need the ability to think in a holistic, contextual, ecosystems mode rather than a dualistic mode (expand beyond cause/effect; local/global; problem/solution)
Involvement consciousness and preparedness	we need to appreciate that the choices we make, and actions we take, have repercussions for the global present, the future, even for those not born yet or those in another country. We must be prepared to take actions that are ethically defensible.
Process mindedness	we need to appreciate that learning and personal development area continuous journey with no fixed or final destination (life long learning and socialization process)
Responsible value deliberations and moral justifications for decisions	we must base consumer/production management decisions on values as well as facts; make decisions on the basis of good reasons rather than force, self interest, fear, habit, or customs; be able to morally and then ethically justify our positions on issues, knowing that we may encounter resistance

Williams (1990) tendered several ideas that reflect the global perspective in family resource management education:

- strive to gain an understanding of the world human condition,
- examine various frames of reference and points of views (values) other than one's own
- prepare people to participate responsibly in the world,

- foster respect for harmony, diversity, pluralism and interdependence,
- predispose students to gain knowledge and understanding of themselves in a two way relationship with the world community.

West (1990) adds that people need to recognize that the pursuit of self-interest necessitates co-operation and that people need to appreciate the rights and duties toward each other, especially across nations.

Globalized Consumer Education

This section will provide a brief overview of what a globalized approach to educating consumers would entail, appreciating that the process of consuming from a global perspective is new knowledge for many people, including educators themselves. Also, culturally ingrained values, professional training in the conventional economic paradigm, and established consumption habits may prohibit an easy transition for educators and students. The aim of this paper is to convince educators that the transformation is worth the effort and that it is doable using Canadian resources that are readily at hand. The following comments are shaped by the content of Table 1.

Succinctly, globalized consumer education should help people challenge materialism and commercialism, compel them to examine their role as citizens engaging in a life long consumer socialization process, and allow them to gain a deeper understanding of how their current resource management decisions have a profound impact on those in other countries, on those not yet born, and on the environment. A global perspective helps people understand the family or household as an ecosystem, an environment where decisions are taken which can lead to a better quality of life for all (Engberg, 1993). Engberg argues that, from this point of view, families can be seen as dynamic ecosystems that adapt and change themselves rather than remain static and grounded in how they were initially socialized to be consumers. They can be socialized to care of each other and of the earth, to appreciate that living in harmony with environments demands ethical judgements about how to live differently, and to see the merits of embracing stewardship rather than exploitation. With help, people can critically question consumption, production, distribution, and institutional practices that shape the world and take action to better this world (Crawford, 1993; Lusby, 1991; Peterson, 1993).

Consuming from a global perspective means people become concerned with the impact of consumption and production on the environment. It means they gain an appreciation of the notions of voluntary simplicity and conservation and a deeper respect for indigenous knowledge and how it is passed on to future generations. People will start to think about the consequences of their consumption decisions on the welfare of others. This reflection involves developing a growing

awareness of global dynamics, world institutions, the state of the planet, and the existence and nuances of other cultures and the reciprocal interrelationships between these cultures. Living a sustainable life style is not possible without adopting a global perspective since it inherently assumes an appreciation for the impact of technology and development on the integrity of local indigenous communities, infrastructures, and natural environments (McGregor, 1998, 1999a,b).

Global consumer education embraces a holistic approach, is macro in scope, and advocates ecological responsibility, humanitarianism, and doing things in context. Global consumer education involves consumer ethics, the ecosystem perspective, the cradle-to-grave product and service perspective, and the relationships between local, domestic and global marketplaces (Lusby, 1991). Related concepts include: global interdependence, world conditions, human conditions, global problems and issues, global citizenship, stewardship, a moral community, and universal values. To consume from a global perspective, people must be taught critical thinking, value clarification, values reasoning, and ethics education (Crawford, 1993; Peterson, 1993).

Project Real World/CHEA Resource File Case Study

Cultural change is an indispensable condition for changing the economy, markets, power relations, and government (Grzybowski, 1995). By extension, this means that the culture of consumption must also change, given that our localized consumption actions can have substantial global impact, especially on the ecosystem and human condition of people living elsewhere. Lockwood and Madden (1999) explain that decisions taken in global markets now affect local lives in a context where people are closer together but have never been further apart. More than ever, we must "think globally as we act locally". One way to assure the necessary transformation of our consumption culture is to socialize people to see themselves as planetary, global citizens first, and consumers second. This means that consumer education curricula and educators have to change. To facilitate this change, this final section offers a four phase plan to effect personal and curricula transformation so that consumer education is infused with a global perspective.

This four phase plan is based on the assumption that we need a "perspective change"

(Friedman, 1999). Steps need to be taken to ensure that people begin to see themselves as *consumer-citizens* engaging in a life long socialization process with the interest of others and the environment balanced against self-interest in the marketplace. The idea of *citizen*, in relation to consumption, can take on one of two meanings. Some interpret it as the consumer having a vote in the maintenance of the market structure; each time they purchase, they cast their ballot (Mayer, 1989), assuming that people must continue to purchase in order to be good citizens. Conversely, Gabriel and Lang (1995) see a citizen as "a **responsible consumer**, a socially-aware consumer, a consumer who thinks ahead and tempers his or her desires by social awareness, a consumer whose actions must be morally defensible and who must occasionally be prepared to sacrifice personal pleasure to communal well-being" (emphasis added) (pp. 175-176). Indeed, these two ways to understand citizen do not have to be either/or. As one reviewer astutely pointed out, one could *vote* for social justice by *buying only* products that carry fair trading labels. To facilitate this change of perspective among consumer educators and students of consumption, a four phase process has been designed that sensitizes and prepares educators to teach consumer education from a global perspective. It would recommend: (a) becoming familiar with the conventional approach to consumer education, (b) critically analyzing today's global, capitalistic, consumer culture, (c) becoming familiar with the global perspective, and (d) infusing these three into a global consumer education curriculum or into a perspective that can be integrated into other home economics courses.

Phase One - Become Familiar with Conventional Approach to Consumer Education

Educators are encouraged to familiarize themselves with the conventional approach and content of consumer education. An excellent primer is *Project Real World*, a Canadian consumer education curriculum based on Bannister and Monsma's (1982) representative classification system for consumer education concepts. PRW has five modules (see McGregor et al., 1998):

Module 1.

The Canadian Marketplace and You - focus is on globalization of the market, advancing technology, the environment, and the economy, social and political changes, and

the impact of these spheres of the macro environment on the consumer;

Module 2.

Your Economic Decisions - focus is on the individual, the consumer decision process, and factors which influence this decision process;

Module 3.

Resource Management Skills - focus is on individual financial planning and shopping skills;

Module 4.

Entrepreneurship and the World of Work - focus is on self-assessment and the skills required to plan a career, to find a job, and to venture into self-employment;

Module 5.

Citizen Participation - focus is on increasing student's awareness of rights and responsibilities, the consumer protection framework, complaint procedures and assertiveness in the marketplace ("Federal/Provincial Task Force", 1992).

Phase Two - Critically Analyze Globalization, Capitalism, and Culture of Consumerism

Educators are challenged to gain an appreciation of the current world context characterized by globalization, capitalism, and consumerism. Web searches using the same concepts yield a wealth of information (especially the Google search engine), as do searches of alternative sources of transformative knowledge, explained by Diaz et al. (1999) as information that goes against the Western mainstream ideology.² Readers are entreated to read the many books cited in this paper or even to consult a new web page developed for this topic at www.consultmccregor.com

Phase Three - Become Familiar with the Global Perspective

Educators are directed to the Canadian Home Economics Association's (CHEA) primer on global education developed by Gale Smith and Linda Peterat (1992). They provide an introduction to nine influential theorists in the field of global education, including Graham Pike, David Selby, Robert Hanvey and Jerrold Coombs, which readers then can follow up on their own.

Phase Four - Infuse All Three into a Global Consumer Education Curricula

Although not the only approach, educators can start this process using Appendix One as a tool to integrate their emerging understandings of

conventional consumer education, consumer and capitalistic cultures, and a global perspective into a global consumer education curriculum or into other home economics courses. The Appendix shares a template for how to teach global consumer education using Project Real World modules in concert with the global education/perspective materials prepared by CHEA.

Appendix One identifies CHEA's global resource files and matches them with relevant PRW modules, sections and parts. There are 11 family/consumer topics in the Appendix: family and individual development, housing, clothing forms, clothing manufacturing, clothing and textiles, diapers (environmental impact), staple foods, food security and the global food system, food and (mal) nutrition, family resource management, and work of children, women, men and entire families. As an example, someone wanting to teach students about the impact of their consumption decisions on the working conditions of those making the products can integrate the information contained in Modules 2 and 3 with the CHEA global resource file on work. Or, those wishing to examine the connections between food security and northern consumption patterns can draw from Modules 3 and 5 and the three CHEA global resource files related to food security and the global food system. Even though these resource files were developed in the early 90s, their content is still valid and relevant. Readers are directed to a range of web sites for more information on these global topics.³

Conclusion

Consumer education is a key influence in the process of socializing people into their role as consumers. Moschis (1987) reminds us that educators are important agents of consumer socialization, having a profound impact on the development of patterns of adult consumer behaviour. More importantly, educators have the opportunity to sensitize students to the reality that, the more they understand the impact of their actions as a consumer now, the more likely students are to retain this respect as they progress through their life cycle. Due to the inordinate amount of time that students spend with teachers while at school, school and curriculum can have a potentially significant impact on how students see themselves in their consumer role (Moschis, 1987). PRW, in conjunction with CHEA's global resource files (or other such resources), provides a valuable stepping stone on the road towards integrating a global perspective into consumer education

curricula. If full scale consumer education curricula do not evolve in Canada, then consumer education from a global perspective can be infused into other home economics courses. This paper sensitized educators to the necessity, and feasibility, of infusing a global perspective into consumer education, whether that education be in the public school, secondary school or non-formal education sectors.

References

- Bannister, R., & Monsma, C. (1982). *Classification of concepts in consumer education* [Monograph 137]. Dallas, TX: South-Western. Available: <http://www.emich.edu/public/coe/nice>
- Brander, J.A. (1995). *Government policy toward business* (3rd. ed.). Toronto: John Wiley & Sons.
- Canadian Consumer Council. (1970, now defunct). *A survey of consumer education in Canada*. Ottawa: Author, Department of Consumer and Corporate Affairs (now Industry Canada).
- Canadian Home Economics Association. (1990, October). *Global perspectives on the family: Lesson plans, resources and teaching ideas for secondary home economics [sic] curricula* [one each on housing and clothing manufacturing]. Ottawa, ON: Author.
- Canadian Home Economics Association. (1992). *Global perspectives on the family: Resource kit for family studies/home economics teachers* [Binder with eight sections]. Ottawa, ON: Author.
- Cerny, P.G. (1995). Globalization and the changing logic of collective action. *International Organizations*, 49(4).
- Costa, J.D. (1998). *The ethical imperative: Why moral leadership is good business*. Toronto: HarperBusiness.
- Crawford, G. (1993). Developing global perspectives through undergraduate family resource management. *Journal of Home Economics*, 85, 9-15.
- Diaz, C., Massialas, B., & Xanthopoulos, J. (1999). *Global perspectives for educators*. Toronto: Allyn & Bacon.
- Durning, A. (1992). *How much is enough?* NY: W.W. Norton.
- Engberg, L. (1993). Home economics and environmental issues: A discussion paper. *Canadian Home Economics Journal*, 43(1), 10-12.
- Federal/Provincial Consumer Education and Plain Language Task Force. (1992, May). *Project Real World: Economic living skills for high school students* [Five curricula modules]. Souris, MN: Manitoba Text Book Bureau.
- Friedman, M. (1993). The materialism concept in consumer research and practice. *Advancing the Consumer Interest*, 5(2), 23-28.
- Friedman, T.L. (1999). *The Lexus and the olive tree*. NY: Farrar, Straus and Giroux Inc.
- Gabriel, Y., & Lang, T. (1995). *The unmanageable consumer: Contemporary consumption and its fragmentations*. Thousand Oaks, CA: Sage.
- Goodwin, N., Ackerman, F., & Kiron, D. (Eds.). (1997). *The consumer society*. Washington, DC: Island Press.
- Grzybowski, C. (1995, November). *The corporate planet: Civil society's responses to globalization* [Online]. Available: http://www.corpwatch.org/trac/feature/planet/gr_twn.html
- Hellman-Tuiter, G. (1985). *Promoting consumer education in schools*. Penang, Malaysia: International Organization of Consumer Unions (now Consumers International in London, England).
- Hellyer, Hon. P. (1999, August 20). *O Canada, will anyone stand up for thee?* Paper presented at the Save Canada Conference, Ottawa, ON.
- Institute on Globalization and the Human Condition. (1998). *Research agenda* [Online]. Available: <http://www.humanities.mcmaster.ca/~global/institute/resrch-1.htm>
- Jacobson, M.F. (1993). Commercialism in America. *Advancing the Consumer Interest*, 5(1), 30-33.

- Kersten, B. (1998). Rethinking globalization. *World Goodwill Newsletter*, 1, pp. 2-4.
- Landes, D.S. (1999). *The wealth and poverty of nations*. NY: W.W. Norton & Co.
- Lockwood, M., & Madden, P. (1999). *Closer together, further apart: A discussion paper on globalization* [Online]. Available: <http://www.christian-aid.org.uk/reports/closer/closer.htm>
- Lusby, L.A. (1991, March). The new consumerism. *CHEA's International Development Newsletter - ID Connections*, pp.1-2.
- Mayer, R. N. (1989). *The consumer movement: Guardians of the marketplace*. Boston, MA: Twayne.
- McGregor, S.L.T. (1994). A primer on the economic paradigm: The traditional approach to consumer policy. *Canadian Home Economics Journal*, 44(1), 32-37.
- McGregor, S.L.T. (1998). Towards adopting a global perspective in the field of consumer studies. *Journal of Consumer Studies and Home Economics*, 22(2), 111-119.
- McGregor, S.L.T. (1999a). Globalizing consumer education: Shifting from individual consumer rights to collective human responsibilities. In C. Strugnell and D. Armstrong (Eds.), *Proceedings of 19th International Consumer Studies and Home Economics Research Conference* (pp.43-52). Belfast, Ireland: University of Ulster.
- McGregor, S.L.T. (1999b). Socializing consumers in the global marketplace. *Journal of Consumer Studies and Home Economics*, 23(1), 37-46.
- McGregor, S.L.T., ChirChir, V., Couch, R., Jobolingo, D., Manyenga, G., & Pothier, M. (1998). A multi-theory lens on Project Real World: A Canadian consumer education curriculum. *Canadian Home Economics Journal*, 48(2), 40-44.
- Moschis, G. P. (1987). *Consumer socialization*. Toronto: Lexington Books, D.C. Heath.
- National Consumer Education Partnership. (1999, March). *A framework for the development of consumer skills and attitudes project report*. London, England: Author.
- National Institute for Consumer Education. (1996). *Consumer education in the states: A blueprint for action* [Online]. Available: <http://www.emich.edu/public/coe/nice/blueprint.html#coned>
- Peterat, L., & Home Economics Global Education Network. (1990). *Global issues: Home economics teaching resource file* [Clothing; Diapers]. Ottawa, ON: Canadian Home Economics Association, Development Education Program.
- Peterat, L., & Home Economics Global Education Network. (1991). *Developmental/global education issues: Home economics teaching resource file* [Staple foods; Work; Food security]. Ottawa, ON: Canadian Home Economics Association, Development Education Program.
- Peterson, A. (1993). Ethics education in family and consumer economics. *Advancing the Consumer Interest*, 5(1), 6-11.
- Robbins, R.H. (1999). *Global problems and the culture of capitalism*. Toronto: Allyn and Bacon.
- Robinson, J.R. (1988). The content of a college-university course in consumer education. In S. Maynes and ACCI Research Committee (Eds.), *The frontier of research in the consumer interest* (pp. 857-873). Columbia, MO: American Council on Consumer Interests.
- Scholte, J.A. (1997). Global capitalism and the state. *International Affairs*, 73(3), 427-452.
- Schor, J. (1999). *The new politics of consumption*. NY: Basic Books.
- Shadab, H. (n.d.). *Capitalism: Frequently asked questions* [Online]. Available: <http://www.ocf.berkeley.edu/~shadab/index.html>
- Singh, K. (1999). *The globalization of finance: A citizen's guide*. NY: Zed Books.
- Smith, M.G. (1993). A conception of global education: A home economics education imperative. *Irish Home Economics Journal*, 3(1), 18-26.
- Smith, M. G., & Peterat, L. (1992). *Developing global/development perspectives in home economics education*. Ottawa, ON: Canadian Home Economics Association.
- Verdant. (1997). *Why overcoming consumerism* [Online]. Available: <http://www.hooked.net/users/verdant/society.htm>
- Wells, J., & Atherton, M. (1998, Autumn). Consumer education: Learning for life. *Consumer 21 Newsletter*, pp. 15-20.
- Wheten, D. (1992). *Teaching for a global perspective in family studies: A collection of curricula materials* [Family, food and clothing]. Ottawa, ON: Canadian Home Economics Association.
- West, D. (1990). Globalism in perspective. In S. Williams, D. West and E. Murray (Eds.), *Looking toward the 21st century: Home economics and the global community* (pp.187-199). NY: McGraw-Hill.
- Williams, S. (1990). Global education: Implications for home economics. In S. Williams, D. West and E. Murray (Eds.), *Looking toward the 21st century: Home economics and the global community* (pp.1-13). NY: McGraw-Hill. ■

Appendix One

Supplementing PRW, a consumer education curriculum, with existing CHEA global resource files

Subject areas and CHEA global teaching resource files	Supplement with PRW modules/sections/parts
<i>Family and individual development (2 files)</i> Section on Individual and Family Development (Wheten, 1992) Section 7 "Family relationships and parenting" change)	Module 1 - Canadian Marketplace and You Section C Part 2 (Society and the individual); Part 3 (Social (CHEA, 1992) Module 2 - Economic Decisions Section A Part 4 (Family as influence on consumer decision) Module 3 - Resource management skills Section A (Financial Planning) Module 4 - Entrepreneurship (earning money) Module 5 - Citizen Participation Section A (Rights and responsibilities)
<i>Housing (2 files)</i> Section 4 "Housing" (CHEA, 1992) Adequate Housing for all - A Global Challenge (CHEA, 1990)	Module 2 - Economic decisions, Section A Part 1,2 (needs, wants, values and goals) clothing forms Module 3 - Resource Management Skills, Section B, Part 4, Housing shopping skills; Part 5, Furniture, appliances and electronics shopping skills
<i>Clothing forms (3 files)</i> The Human Side of Global Clothing Manufacturing (CHEA, 1990) Forms of Clothing (Peterat & Home Economics Global Education Network, 1991) Section 5 "Clothing" (CHEA, 1992)	Module 1 - Canadian Marketplace and You Section C Part 2, Society and the individual Module 3 - Resource Management Skills, Section B, Part 3, Clothing choices

<i>Clothing manufacturing (3 files)</i> The Human Side of Global Clothing Manufacturing (CHEA, 1990) Forms of Clothing (Peterat & Home Economics Global Education Network, 1991) Section 5 "Clothing" (CHEA, 1992)	Module 1 - Canadian Marketplace and You Section B (consumer and the economy) Module 2 - Your economic decisions Section B (consumer decision making and problem solving; choice criteria) Module 3 - Resource management Skills Section B Part 3 (clothing shopping skills) Module 5 - Citizen Participation Section A Part 3, (Right to choice, comparison shopping; choice criteria)
<i>Clothing and textiles (1 file)</i> Section on Clothing and Textiles (Wheten, 1992)	Module 3 - Resource Management Skills Section B Part 3 (clothing shopping skills) Module 5 - Citizen Participation, Section A Part 1, Right to safety (clothing care symbols); Section A Part 2, Right to be informed (Clothing labels)
<i>Diapers (environment) (1 file)</i> Global Issues: Diapering (Peterat & Home Economics Global Education Network, 1990)	Module 1 - Canadian Marketplace and You Section A Part 3 (Marketplace and environment) Module 2 - Economic Decisions Section C (Choose to Conserve) Module 5 - Citizen Participation, Section A Part 7, Right to healthy environment
<i>Staple foods (1 file)</i> Staple Foods and Food Forms (Peterat & Home Economics Global Education Network, 1991)	Module 1 - Canadian marketplace and you Section C Part 2 (society and the individual (values)) Module 2 - Your economic decisions Section B (consumer decision making and problem solving) Module 3 - Resource Management Skills, Section B, Part 2, Food Shopping skills Module 5 - Citizen Participation Section A Part 3, (Right to choice, comparison shopping)
<i>Food security and global food system (3 files)</i> Staple Foods and Food Forms (Peterat & Home Economics Global Education Network, 1991) Food Security (Peterat & Home Economics Global Education Network, 1991) Section 2 "Food Security" (CHEA, 1992)	Module 3 - Resource Management Skills, Section B, Part 2, Food Shopping Module 5 - Citizen Participation Section A Part 1, Right to safety (food contamination); Section A Part 2, Right to be informed (food labelling)
<i>Foods and (mal)nutrition (2 files)</i> Section on Foods and Nutrition (Wheten, 1992) Section 3 "Malnutrition" (CHEA, 1992)	Module 1 - Canadian Marketplace and You: Section C Part 2 (Society and the Individual) Module 5 - Citizen Participation Section A Part 1, Right to safety (food contamination); Section A, Part 2, Right to be informed (food labelling)
<i>Family resource management (1 file)</i> Section 6 "Family resource management" (CHEA, 1992)	Module 2 - Economic Decisions Module 3 - Resource Management Skills
<i>Work (children, women, men and families) (1 file)</i> File by same name (Peterat & Home Economics Global Education Network, 1991)	Module 2 - Economic Decisions Section B (consumer decision making and problem solving) Module 3 - Resource management Skills Section B Part 3 (clothing shopping skills and choice criteria) Module 4 - Entrepreneurship

Endnotes

1. Sustainable *development* focuses on the *supply side* of the economic, social and environmental impact of *production* processes; base materials from which goods and services should be replaced in a reasonable period of time by natural processes. Conversely, sustainable *consumption* focuses on *consumer* choices. It is concerned with how the goods and services required to meet basic needs and to improve quality of life can be delivered in such a way that reduces the burden on the Earth's carrying capacity and does not impact negatively on intra- and intergenerational equity.
2. Check the following web sites for links to many alternative sites comprised of transformative knowledge:

http://faculty.plattsburgh.edu/ric...bins/legacy/consumer_resources.htm
<http://www.newdream.org>
<http://www.policyalternatives.ca/links.html>
<http://www.indiana.edu/~wanthro/consum.htm>
<http://www.corpwatch.org>
<http://www.essential.org/monitor/monitor.html>

3. Check the following web sites or e-mail addresses for resources to supplement the CHEA files:
<http://www.web.net/~tendays> (TEN DAYS for Global Justice 1-877-403-8933)
<http://www.canadians.org> The Council of Canadians 1-800-387-7177
<http://www.oxfam.org>
<http://www.web.net/~jubilee> (Ecnemical Coalition for Economic Justice - Building a Moral Economy)
<http://www.canadianactionparty.ca> Canadian Action Party - Save Canada Conference 1999

<http://www.canadianliberty.bc.ca> (impact of MAI and WTO on Canada)
 Contact the Ontario Coalition for Better Childcare for a phenomenal list of contacts - ocbcc@web.net
<http://www.freespeech.org> (alternative news items not found in mainstream media)
<http://www.sierraclub.ca/national/halifax>
 The Halifax Initiative: A Canadian Coalition for Global Economic Democracy
<http://www.cprn.org> (The Society We Want initiative - based on Canadian values determined through public dialogue instead of opinion polls)
<http://www.newint.org> (The New Internationalist magazine on global issues)
<http://www.nsi-ins.ca> (North-South Institute global issues)

FOCUS ON PEOPLE AND PROGRAMS REGARD SUR LES GENS ET LES PROGRAMMES

Parenting and Human Development Work

MARY K. CUNNINGHAM

Parenting skills have always been a top education priority for Mary Cunningham, a professional home economist and teacher of secondary school parenting courses. As part of her practice, Mary used electronic infant simulators "Baby Think It Over" to help adolescents develop a more realistic attitude towards eventual parenthood and timing/conditions for a first pregnancy.

In the spring of 1998, Mary joined OFSLC, the Ontario Family Studies Leadership Council, as an executive member. At that time, OFSLC had already started a partnership program around the use of simulators. It was not long that Mary became responsible for arranging these partnerships. Over time, she noticed that members of the general public were showing increased support for parenting and human development education in schools. Many partners could not understand why parenting was not compulsory within the school system. Family Studies teachers in Ontario had lobbied for compulsory parenting courses in the early 1990s but they had not been successful. Public support had just not been strong enough.

The time now seemed perfect. Seizing what seemed like a golden opportunity, The Ontario Home Economics Association (OHEA) and the Ontario Family Studies Home Economics Educators' Association (OFSHEEA) quickly joined OFSLC in a campaign to influence Ontario education policies in support of one parenting course as part of the mandatory requirements for graduation from high school. Mary became responsible for coordinating these efforts.

These three groups have now joined with other community groups to form *The Ontario Coalition for Mandatory Parenting* (OCMPE). This coalition is interested in promoting one mandatory parenting and human development course, as a minimum, for Ontario graduation. It also supports the infusion of concepts throughout the K-12 Ontario curriculum. Members of the coalition include representatives from the community of parent groups, education, child welfare, social services, family resource programs, health and service clubs, and the faith, legal/law enforcement and business communities. OCMPE envisions a society where every child is well nurtured and



parenting is a valued activity undertaken by well-prepared adults and a supportive community.

Mary has also been involved in coordinating a national response to *The Children's Agenda* on behalf of Canadian home economists, in collecting data on the effectiveness of infant simulators for a future research paper, and in lobbying federal MPs and provincial MPPs for their support on parenting and human development education. The outcome of these efforts may well lead to the development of a

pan-Canadian curriculum protocol on parenting and human development education for ALL Canadian children.

Mary Cunningham has taught secondary school Family Studies for 29 years. At the same time she has parented two children, one of whom was born facing serious challenges. She continues to work on the development of curriculum units for parenting courses in Ontario and to volunteer her time with human development groups such as OCMPE and FASWorld Toronto/Canada, an advocacy, education and support group for victims of Fetal Alcohol Spectrum Disorder (FASD), also known as Fetal Alcohol Syndrome (FAS). She can be contacted at mary.cunningham@ntel.tdsb.on.ca

Les compétences parentales et le développement humain

MARY K. CUNNINGHAM

Les compétences parentales ont toujours été la priorité numéro un en matière d'éducation pour Mary Cunningham, économiste familiale agréée, enseignant un programme de compétences parentales au niveau secondaire. Dans le cadre de sa pratique, Mary se sert de simulateurs électroniques de nouveaux-nés « *Baby Think it Over* », afin d'aider les adolescents à développer des attitudes beaucoup plus réalistes à l'égard d'une maternité ou d'une paternité éventuelle et des conditions et du choix du moment d'une première grossesse.

Au printemps de 1998, Mary a joint les rangs de l'*Ontario Family Studies Leadership Council*, l'OFSLC, à titre de membre exécutif. L'OFSLC avait déjà amorcé un programme de partenariats fondé sur l'utilisation de ces simulateurs. Mary est vite devenue responsable des modalités entourant ces partenariats. Avec le temps, elle a remarqué que les membres du grand public démontraient un soutien accru à l'égard de l'enseignement des compétences parentales et du développement humain dans les écoles. En fait, bon nombre d'entre eux ne comprenaient pas pourquoi ce programme d'études n'était pas obligatoire. Les professeurs d'études familiales en Ontario avaient déjà fait pression, au début des années 1990, en vue d'intégrer des cours de compétences parentales dans le curriculum scolaire, mais leurs efforts avaient été vains. Le soutien du public n'avait pas été suffisamment fort.

Saisissant ce qu'elles considéraient comme une occasion unique, l'*Ontario Home Economics Association* (OHEA) et l'*Ontario Family Studies Home Economics Educators' Association* (OFSHEEA) se sont rapidement jointes à l'OFSLC dans le cadre d'une campagne visant à influencer les politiques d'éducation en Ontario. Le but précis était d'inclure un programme de formation aux rôles parentaux dans les conditions d'obtention d'un diplôme d'études secondaires. Mary a été chargée de coordonner ces efforts.

Ces trois groupes se sont ensuite alliés à d'autres groupes communautaires afin de former l'*Ontario Coalition for Mandatory Parenting* (OCMPE). Il s'agit d'une coalition qui s'intéresse à la promotion d'un programme d'études obligatoire d'éducation parentale et de développement humain, aux fins de l'obtention d'un diplôme et de l'intégration de ces concepts dans le curriculum de l'Ontario, de la maternelle à la 12^e année du secondaire. Au nombre des membres de cette coalition, on compte des représentants de groupes de parents, du milieu de l'enseignement, de la protection de l'enfance, des services sociaux, des programmes de ressources familiales, de la santé, des clubs philanthropiques, des organismes confessionnels, du milieu juridique et des affaires. L'OCMPE aspire à une société où chaque enfant est encadré et où le rôle de parent est considéré

comme une activité valorisée confiée à des adultes bien préparés et à une communauté encourageant les efforts dans cette direction.

Mary a également participé à la coordination d'une réponse nationale au « Plan d'action pour les enfants » au nom des économistes familiaux canadiens et à la collecte de données sur l'efficacité des outils de simulation en vue d'un rapport de recherche. Elle a aussi fait pression auprès des députés fédéraux et provinciaux pour qu'ils appuient l'enseignement des compétences parentales et du développement humain. Le résultat pourrait prendre la forme d'un protocole de curriculum pancanadien sur les compétences parentales et le développement humain pour TOUS les enfants au Canada.

Mary Cunningham a enseigné l'éducation familiale au niveau secondaire pendant 29 ans. Au cours de cette période, elle a élevé deux enfants, dont l'un est atteint de handicaps sévères. Mary continue de travailler à l'élaboration d'unités de curriculum en vue de programmes d'études sur l'éducation parentale en Ontario et d'offrir ses services comme bénévole à des groupes de développement humain tels que l'OCMPE et FASWorld Toronto/Canada, un groupe d'intervention, d'éducation et de soutien à l'intention des victimes du syndrome d'alcoolisme fœtal (SAF). On peut la rejoindre à l'adresse électronique suivante :

mary.cunningham@ntel.tdsb.on.ca

interactive play-based programs is on promoting the positive interaction of parents and their young children and on helping parents to learn to read the cues of their children.

Our counselling and family therapy services take a systemic approach to working with families, recognizing that children live within the context of their families and families within the context of their communities. It is our experience that working individually with family members is not as effective as working with the family as a whole. Also, process groups are available for children and provide opportunities for developing skills in areas such as positive competition. Often, these groups are done in partnership with schools or after-school programs. Other groups include children who have a parent with either a mental illness or an addiction. These groups can be particularly effective in supporting children in the development of coping skills and in helping to reduce their feelings of isolation. A 'Children of Divorce' Group involves children and custodial parents in a six-week series intended to help children identify and learn coping strategies for the feelings associated with their parents' divorce and to help parents to understand the feelings and reactions of children based on their age and developmental stage. Supper is served as part of this program in recognition of the basic needs of families and also of the need of parents to experience some nurturing at this stressful time of their lives.

Parent/teen mediation services have been a logical addition to our range of services as we have recognized, over the years, that unresolved conflicts between parents and adolescents can escalate and cause real difficulties for families. The adjustments required of parents, as their children become teenagers can be challenging, and some teens challenge more than others.

It is intended that families can access any or all of our services. Regardless of the services accessed, it is the approach that is taken in working with families and the essential aspect of the development of a trusting relationship that is the essence of the organization.

Barb Cunningham has been the Executive Director of Family Centre since 1988. For more information about the Centre you can contact Barb at (403) 320-4232 or famcent@telusplanet.net ■

An Example of a Family Support Centre

BARB CUNNINGHAM

Family Centre is an example of a family support program. Originally founded as a parent resource centre in 1981 in Lethbridge, Alberta, Family Centre has evolved into an organization providing a comprehensive range of services to families. Services are provided based on the beliefs that the primary responsibility for the development and well-being of children lies within the family, that all parents need support at different times and in different ways, that seeking support is a sign of strength, and that all families have the capacity to grow and change. Family support programs such as Family Centre are defined as much by the approach taken in working with families as by the services that are offered.

The range of services provided by Family Centre includes information and referrals, parent education, parent support, counselling and family therapy, and parent/teen mediation.

The information and referral services include access to a resource library of books, videos, brochures, and articles and a resource directory. The resource directory, while being a challenge to maintain, provides valuable information on community resources to families and to others working with families. In providing these services, the intent is to increase families' abilities to make informed decisions and to broaden their opportunities to access resources that meet their needs. In our experience, these services also provide opportunities for families

to become familiar with the organization and to develop a sense of comfort with the facility and the staff. Initial requests for information may well evolve into requests for other types of services once a trusting relationship has been established.

Workshops and courses are offered to parents and others working with families through our parent education services. Clearly the research indicates that it is very important that parents be given the support to increase their competence to raise healthy children. Parenting programs can provide parents with the knowledge and skills to prevent adverse outcomes for their children. Some of the parenting programs focus on skill development in areas such as communication or discipline techniques, while others, such as a new parent education program just offered this fall entitled 'Parenting: A Balancing Act', takes a family systems approach to parent education.

Under the umbrella of our parent support services, individual support, drop-in programs, and interactive play-based programs are offered. Often, parents access individual parent support with questions and concerns about children's behaviour or development. The questions or concerns can range from toilet training and biting to teens involved in the juvenile justice system. Drop-in programs such as 'Kids and Conversation' and 'Parent Talk' provide opportunities for learning and for building social support networks. The emphasis of the

Un exemple de centre de soutien aux familles

BARB CUNNINGHAM

Le *Family Centre* (Centre de la famille) est un bel exemple de programme de soutien à la famille. Créé en 1981 à Lethbridge (Alberta) à titre de centre de ressources pour les parents, le *Family Centre* est rapidement devenu un organisme offrant un éventail complet de services aux familles. Les services offerts reposent sur le principe que la responsabilité première du développement et du bien-être des enfants incombe à la famille, que tous les parents ont besoin de soutien à un moment ou à un autre et ce, de différentes façons. Le Centre reconnaît également que le fait de chercher de l'aide est un signe de force et que toutes les familles ont la capacité de grandir et d'évoluer. Les programmes de soutien aux familles, tels que le *Family Centre*, sont définis tant par l'approche utilisée pour travailler avec les familles que par les services offerts.

Au nombre des services offerts par le *Family Centre*, on compte l'information et les recommandations (« l'aiguillage »), l'éducation des parents, le conseil et la thérapie familiale ainsi que la médiation parents-adolescents.

Les services d'information et d'aiguillage comprennent l'accès à une bibliothèque de documentation contenant livres, bandes-vidéo, brochures et articles ainsi qu'un répertoire de ressources. Ce répertoire, dont la mise à jour constitue un réel défi, procure une information utile sur les ressources communautaires que peuvent utiliser les familles et les personnes qui œuvrent auprès des familles. L'objectif visé par ces services est d'accroître les capacités des familles à prendre des décisions éclairées et d'élargir leurs occasions d'accéder à des ressources qui répondent précisément à leurs besoins. L'expérience nous montre que ces services permettent également aux familles de se familiariser avec le Centre et de se sentir plus à l'aise avec l'organisme et son personnel. Les demandes initiales d'information peuvent évoluer vers des demandes d'autres types de services, une fois qu'une relation de confiance est établie.

Des ateliers et des cours sont offerts aux parents et à toute autre personne travaillant auprès des familles par l'intermédiaire des services

d'éducation aux parents. Les études scientifiques menées dans le domaine ont montré qu'il est extrêmement important d'accorder aux parents tout le soutien nécessaire afin qu'ils élargissent leurs compétences et qu'ils puissent ainsi élever des enfants épanouis, en santé. Certains des programmes de formation aux rôles et responsabilités parentaux mettent l'accent sur le développement de compétences dans les domaines tels que les techniques de communication ou de discipline, tandis que d'autres, comme le programme d'éducation aux jeunes parents intitulé *Parenting: A balancing Act* (Le rôle parental : une question d'équilibre), et que nous avons offert pour la première fois cet automne, adoptent une approche systémique basée sur le système familial.

Dans le contexte des services de soutien aux parents, le Centre offre également un soutien individuel, des programmes d'accueil et des programmes d'apprentissage orientés vers le jeu interactif. Il est fréquent que les parents aient accès à un soutien parental individuel en réponse à des questions et à des préoccupations à propos du comportement ou du développement de leurs enfants. Ces questions ou préoccupations peuvent avoir trait soit à l'apprentissage de la propreté et à l'habitude de mordre, soit aux adolescents aux prises avec le système judiciaire pour jeunes contrevenants. Les programmes d'accueil tels que *Kids and Conversation* (Communiquer avec les enfants) et *Parent Talk* (Discussions de parents) offrent des occasions d'apprentissage et de mise en place de réseaux de soutien social. L'intérêt accordé aux programmes d'apprentissage orientés vers le jeu interactif vise à promouvoir les interactions positives entre parents et jeunes enfants et à aider les parents à interpréter les signes que leur envoient leurs enfants.

Les services de conseil et de thérapie familiale du Centre utilisent une approche systémique dans le cadre de leur travail auprès des familles. Ces services reconnaissent que les enfants vivent dans le contexte de leur famille et que les familles vivent dans le contexte de leur communauté. L'expérience du Centre a démontré que le fait de travailler individuellement auprès des membres de la

famille n'est pas aussi efficace que de travailler avec la famille dans son ensemble. Les enfants ont accès à des groupes de discussion qui leur offrent l'occasion de parfaire leurs compétences dans des domaines tels que la compétition positive. Ces groupes de discussion ont souvent lieu en partenariat avec des écoles ou des programmes de garde parascolaire. Parmi les autres groupes destinés aux enfants, on compte des groupes qui s'adressent aux enfants ayant un parent atteint d'une maladie mentale ou d'une dépendance. Ces sessions de groupe peuvent être particulièrement efficaces pour aider les enfants à développer des habiletés d'adaptation et pour réduire leur sentiment d'isolement. Un groupe intitulé *Children of Divorce* (Les enfants du divorce) est axé sur les enfants et les parents qui en ont la garde. Les participants se rencontrent lors d'une série de rencontres réparties sur six semaines. L'objectif de ces rencontres est d'aider les enfants à identifier et à développer des stratégies d'adaptation face à la séparation de leurs parents. Les rencontres aident aussi les parents à comprendre les sentiments et les réactions de leurs enfants en fonction de leur âge et de leur stade de développement. Un souper est servi dans le cadre de ce programme en reconnaissance des besoins fondamentaux des familles et dans le but de reconforter les parents en cette période stressante de leur vie.

Les services de médiation entre parents et adolescents sont un ajout logique à la gamme de services du Centre puisque nous nous sommes rendu compte, au fil des ans, que les conflits non résolus entre parents et adolescents peuvent dégénérer et causer de véritables difficultés pour les familles. Les ajustements que doivent faire les parents, à mesure que leurs enfants deviennent adolescents, sont parfois exigeants, et certains adolescents contestent et provoquent plus que d'autres.

Il est entendu que les familles peuvent accéder à l'un ou à la totalité de des services du Centre. Indépendamment des services auxquels elles ont accès, c'est l'approche utilisée pour travailler auprès des familles et l'importance accordée au développement d'une relation de confiance qui constituent l'essence de cette organisation dévouée à la famille.

Barb Cunningham est Directrice générale du *Family Centre* depuis 1988. Pour plus d'information sur le Centre, veuillez communiquer avec Barb, au (403) 320-4232 ou à : famcentr@telusplanet.net ■

Au travail *Charline Mallet, une économiste vraiment...familiale!*

JOCELYNE VIEL ET PAULETTE ROBICHAUD

Professeures à l'École des sciences des aliments, de nutrition et d'études familiales (ÉSANÉF) de l'Université de Moncton

Déterminée, audacieuse, organisée, ce sont là quelques-unes des qualités qui décrivent bien Charline Mallet. À la fin des années 80, cette épouse, mère de trois enfants, décide de retourner aux études pour compléter une formation universitaire. C'est ainsi qu'en 1993, l'Université de Moncton au Nouveau-Brunswick lui décerne un baccalauréat en études familiales.

Dès lors, Charline fait honneur à la profession d'économiste familial en pratiquant son métier avec enthousiasme et dévouement. De par sa formation, Charline a toujours été soucieuse du bien-être des individus et plus spécifiquement de ceux qui sont les plus défavorisés de la société. Un premier contrat de travail comme animatrice de sessions d'accueil pour les nouveaux locataires de logements publics, lui a permis de réaliser l'ampleur des besoins des parents et des enfants d'âge préscolaire dans les milieux défavorisés de sa région.

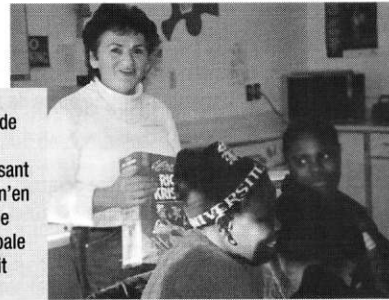
Suite à cette expérience, Charline devient la personne toute désignée pour œuvrer au sein de l'agence communautaire « Moncton Headstart » au Nouveau-Brunswick. Cet organisme à but non lucratif a vu le jour en hiver 1994 grâce au leadership et à l'ambition d'une femme que plusieurs Canadiens connaissent. En effet, c'est l'honorable Claudette Bradshaw, députée fédérale de Moncton-Riverview-Dieppe (Nouveau-Brunswick), Ministre du travail, Secrétaire d'état (multiculturalisme et situation de la femme) et coordinatrice fédérale pour les sans-abri, qui est la fondatrice de l'agence communautaire Moncton Headstart pour laquelle Charline travaille actuellement. Madame Bradshaw croit fermement que pour intervenir efficacement dans le but d'améliorer la qualité de vie des enfants à risque, il faut également impliquer les parents. Plusieurs économistes familiales ont collaboré à concrétiser les visions et les rêves de Madame Bradshaw. Charline est l'une de celles qui se sont engagées à fond dans le but d'assurer la viabilité et la réussite des programmes de Moncton Headstart. Par ailleurs, au fil des années, plusieurs étudiantes et étudiants au Baccalauréat en études familiales de l'Université de Moncton, incluant Charline, ont pu profiter d'un stage de formation très enrichissant au sein

de cet organisme. D'ailleurs, Madame la Ministre a toujours grandement estimé le travail et le dévouement des professionnels en économie familiale.

Il y a maintenant sept ans que Charline Mallet œuvre à l'agence Moncton Headstart, laquelle offre six programmes d'intervention dont « La cuisine éducative Mapleton Inc. ». Le rôle principal de Charline consiste à coordonner et à diriger les différents programmes et les activités spéciales de « La cuisine éducative », y compris les relations publiques, l'administration et les multiples levées de fonds. Charline offre aussi ses services en tant qu'intervenante familiale aux familles qui fréquentent le Moncton Headstart.

Les programmes de « La cuisine éducative » sont offerts à une clientèle très diversifiée. Parmi les participants, on compte même des groupes de nouveaux arrivants en provenance de divers pays tels la Bosnie, l'Éthiopie, Haïti et le Soudan. Le contenu des programmes est surtout relié aux principes de base de l'alimentation tout en offrant aux gens l'opportunité de s'initier à la préparation de repas nutritifs et économiques. Les besoins des participants sont parfois déconcertants. Ainsi, lors d'une première séance dont le thème était le déjeuner, une dame a demandé comment il fallait procéder pour casser les œufs. Cette mère de trois enfants n'avait jamais cuit d'œufs auparavant! Son besoin d'apprendre, d'acquiescer de la confiance et de nouvelles expériences était vraiment très important. Dans un autre groupe, un participant plus âgé lui a confié qu'il avait un urgent besoin de réduire sa consommation d'aliments riches en gras mais que ses connaissances en nutrition étaient très limitées. Veuf, ce dernier considérait que le programme lui était profitable au point de le qualifier de « cours de survie ». Il était tout heureux d'avoir pu apprendre à se cuisiner une simple soupe au maïs! Charline soutient que chacun des participants est unique et que des programmes tels que ceux offerts à « La cuisine éducative Mapleton » ne peuvent que contribuer au bien-être des individus, des familles et de toute la communauté. Le rôle qu'elle joue illustre bien la mission de la profession d'économiste familial.

Charline initie des familles immigrantes de sept pays différents à la préparation de repas faciles et économiques tout en faisant connaître les aliments de la région. Elle n'en est pas à sa première expérience avec de tels groupes dont la langue est la principale source de difficultés, mais Charline se dit très fière de ces sessions que les participants apprécient beaucoup.



À titre de coordinatrice d'un programme du Moncton Headstart, lequel est financé par Centraide Canada, Charline doit faire plusieurs présentations publiques lors des campagnes annuelles de ce dernier organisme. Elle se fait alors la porte-parole de ces nombreuses familles à risque qui bénéficient des programmes de « La cuisine éducative Mapleton ». Elle entreprend aussi annuellement plusieurs autres levées de fonds. Dans son travail, Charline reçoit l'appui de nombreux bénévoles, dont des étudiants de l'École des sciences des aliments, de nutrition et d'études familiales (ÉSANÉF) de l'Université de Moncton, qui participent à divers projets. Signalons au passage que Charline offre aussi ses services à l'agence, de façon bénévole, en organisant annuellement une gigantesque vente de débarras qui remporte toujours un vif succès. Les profits de cette vente sont versés au programme d'intervention familiale précoce du Moncton Headstart, programme qui vise le développement et l'autonomie d'enfants démunis, en exigeant la participation de leur(s) parent(s).

Le mois de décembre représente une période d'activité particulièrement intense pour Charline car elle s'engage dans la coordination du projet des boîtes de Noël. Elle est responsable de l'achat des aliments et de l'inscription des familles désirant recevoir de l'aide. L'an dernier, environ 1,300 familles du grand Moncton ont profité de ces boîtes remplies d'aliments.

Grâce à sa créativité, à sa débrouillardise et à son sens de l'initiative, Charline trouve continuellement des façons d'améliorer la qualité de vie des familles. Elle vient, entre autres, de lancer deux nouveaux projets : un programme consacré à la gestion du budget familial ainsi qu'un club d'achat d'aliments. Le succès de ces projets se fait sentir au point que le financement pour l'embauche d'une personne à mi-temps est déjà assuré. Ce sera une excellente opportunité pour une autre économiste familiale de se joindre à l'équipe multidisciplinaire de l'agence Moncton Headstart.

Lorsque nous demandons à Charline Mallet d'énumérer les réalisations dont elle est la plus fière, elle répond sans hésiter que c'est la réussite des familles qui participent aux différents programmes de « La cuisine éducative Mapleton » et du « Moncton Headstart ». Ces réussites sont nombreuses. Charline soutient que ce c'est surtout la motivation des personnes et des familles qui participent aux

programmes qui est responsable de ces réussites, et qu'elle-même a bien peu à voir avec ce succès... L'humilité est une autre de ses qualités!

Depuis le début de sa carrière comme économiste familiale, Charline est aussi très appréciée au sein de l'association professionnelle. En effet, pendant plusieurs

années, elle s'y est dévouée, entre autres, à titre de trésorière du chapitre de Moncton.

Trois fois bravo pour le travail acharné et diligent que cette économiste familiale réalise auprès des familles démunies du grand Moncton.

On peut contacter Charline Mallet à :
mtk@nbnet.ainb.com ou au (506) 858-8253. ■

On the job **Charline Mallet, a home** **economist...very family oriented!**

JOCELYNE VIEL AND PAULETTE ROBICHAUD

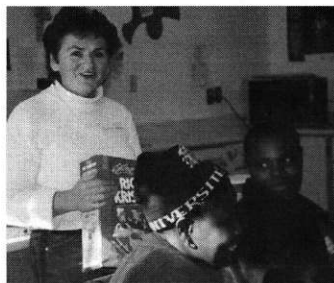
Determined, courageous and organized – these are just some of Charline Mallet's qualities. In the late eighties, Charline, a mother of three children, decided to complete her studies at the Université de Moncton where she obtained her degree in family studies in 1993.

Since her graduation, Charline's enthusiasm and commitment are an honour to the home economics profession. Charline has always been deeply concerned about the well-being of individuals, especially those who are underprivileged. In her first position, she conducted welcome sessions for new tenants of public housing; as a result, Charline became acutely aware of the extensive needs facing children of preschool age and their parents in poor areas of her region.

With this background, Charline was certainly the ideal professional for Moncton Headstart, a community agency in New Brunswick. This non-profit community service was created in 1994 by a woman with great ambition and leadership; well-known by many Canadians, the Honorable Mrs. Claudette Bradshaw, the Federal Member of Parliament for Moncton-Riverview-Dieppe (New Brunswick). As the Minister of Labour, the Secretary of State (multiculturalism and the status of women) and the co-ordinator of federal programs for the homeless and founder of the Moncton Headstart agency. Mrs. Bradshaw is convinced that, to be effective, any intervention program designed to improve the quality of life of children at risk has to include the participation of the parents. Like her colleagues, Charline is very committed to the success and the viability of the agency's programs. Over the years, many undergraduate students in family studies at the Université de Moncton, including Charline, gained valuable experience during their practical training at Moncton Headstart. The dedication and the work of the home economists have always been highly respected by Mrs. Bradshaw.

Charline has been working at Moncton Headstart for seven years. The agency offers six intervention programs, one being the Mapleton Teaching Kitchen Inc. Charline directs and co-ordinates the various programs of the agency as well as the overall aspects of the 'Mapleton Teaching Kitchen' program including its public relations, its administration and its numerous fund-raising activities. As part of the professional team of Moncton Headstart, Charline also provides her expertise to families that visit the agency.

The Mapleton Teaching Kitchen program is offered to a wide range of participants, including newcomers from different countries such as Bosnia, Ethiopia, Haiti and Sudan. The sessions focus primarily on teaching the basic principles of nutrition and the preparation of easy and economical meals. The needs of the participants are varied and sometimes disconcerting. For example, in one session on the topic of breakfast; one woman asked about the procedure for how to crack eggs. This mother of three children had never cooked an egg! Her primary need was to learn new skills and acquire self-confidence. In another group, an older man told Charline that he had to reduce the fat in his diet, but his knowledge of nutrition was very limited; this man, a widower, considered the program very helpful and compared it to a survival course. He was very pleased just to learn how to prepare a very simple corn soup! According to Charline, each participant is unique. She believes that programs such as those offered in the Mapleton Teaching Kitchen program cannot help but contribute to the well-being of individuals, families and the community. Her role illustrates well the mission of the home economics profession.



Charline introduces immigrant families from seven different countries to regional foods and the preparation of easy and economical meals. These kinds of groups, in which the language barrier is the biggest problem, are not uncommon. Charline is very proud of these sessions of which the participants are very appreciative.

Moncton Headstart is financed by Centraide Canada. As a program co-ordinator, Charline makes many public presentations during their annual campaigns and becomes, in a way, a spokesperson for the families at risk that benefit from the Mapleton Teaching Kitchen program. Charline also organizes several fund-raising events each year. In her work, she has the support of numerous volunteers including the

students of the École des sciences des aliments, de nutrition et d'études familiales (ÉSANÉF) of the Université de Moncton. In addition, she organizes annually, on a volunteer basis, a giant rummage sale at Moncton Headstart; the profits of this popular event are donated to the agency's early family intervention program designed to encourage, with the participation of the parents, the development and the autonomy of underprivileged children.

December is one of Charline's busiest months because she co-ordinates the Christmas food box project and oversees the purchasing of the food and the registration of the families in need of assistance. Last year, more than 1,300 families in Moncton received a food box at Christmas.

Charline's creativity, resourcefulness, and initiative are some of the reasons why she always finds ways to improve the quality of life of families. Recently, she launched two new projects: a program on managing the family budget and a food-buying club. These projects have already shown signs of success to the point where funding has been assured for a part-time employee – an excellent opportunity for another home economist to join the multidisciplinary team of Moncton Headstart.

When asked about her proudest achievements, Charline indicates without hesitation the successful efforts of the families that have participated in the programs of Mapleton Teaching Kitchen and Moncton Headstart. Charline maintains that the individuals and the families, through their motivation, are responsible for their own achievements and that she had little to do with their success. Humility is another one of her qualities!

Charline's professional association has appreciated her since the beginning of her career as a home economist. She is a dedicated member and was treasurer for many years of the Moncton branch.

A big bravo for Charline and her relentless hard work with underprivileged families in Moncton.

Charline can be contacted at:
mtk@nbnet.ainb.com or (506) 858-8253 ■

Partenariat AÉFQ-ABÉSF : Des retombées concrètes sur la population cible

BRUNO CHARREYRON

Enseignant en économie familiale au niveau secondaire et responsable du comité de développement international à l'Association d'économie familiale du Québec.

Depuis 1994, l'Association d'économie familiale du Québec (AÉFQ) participe à un partenariat avec l'Association Burkinabè d'économie sociale et familiale (ABÉSF) du Burkina Faso. Le financement est assuré par l'Association canadienne de développement international (ACDI) via l'Association canadienne d'économie familiale (ACÉF). Ce partenariat vise l'amélioration de l'alimentation au Burkina Faso ainsi que le renforcement professionnel de son association d'économistes familiales. L'AÉFQ partage ainsi l'expertise acquise au fil de ses 35 ans d'existence.

Le partenariat

Le Burkina Faso est un pays à déficit vivrier. Par exemple, le déficit céréalier pour l'année 2001 (maïs, mil, sorgho) s'est élevé à 20% des besoins nationaux. Les carences en micro-nutriments, particulièrement en iode, fer et en vitamine A, sont donc très répandues dans la population. Confrontée quotidiennement à des problèmes de malnutrition, l'Association Burkinabè d'économie sociale et familiale cherchait un partenaire pour développer des projets concrets visant à contrer ces problèmes.

Le premier contact avec l'Association d'économie familiale du Québec s'est fait lors d'un congrès international à Hanovre, en Allemagne, et ensemble, les deux associations ont élaboré un partenariat en planifiant un projet d'éducation et de vulgarisation en alimentation. Ce projet, qui a tout de suite suscité l'intérêt et l'enthousiasme des membres de l'ABÉSF et de l'AÉFQ, comporte deux objectifs principaux : améliorer l'alimentation des populations défavorisées du Burkina Faso et assurer le renforcement professionnel de l'ABÉSF.

Depuis 1994, plusieurs activités ont été réalisées en vue d'atteindre le premier objectif. Un livre intitulé « La cuisine au Burkina Faso » a d'abord été rédigé puis publié. Il contient non



seulement des recettes traditionnelles améliorées, par exemple en ajoutant comme ingrédient, de l'huile de palme rouge, riche en vitamine A, mais il traite aussi de mesures d'hygiène et d'amélioration du foyer ainsi que de l'alimentation du nourrisson. Il est publié en quatre langues dont le français, qui est la langue officielle et de travail, le mooré, le dioula et le fulfuldè. Destiné aux villageois, son contenu (vocabulaire, schémas) peut aussi servir à l'alphabétisation. De plus, des documents pédagogiques tels un guide d'animation et une affiche sur le guide alimentaire, a été conçu pour faciliter la tâche des animatrices qui oeuvrent dans les villages. Celles-ci se préoccupent de la santé et de l'environnement des villageois en leur proposant des ateliers sur l'agriculture, la santé et l'alimentation. Elles sont des personnes-clés pour favoriser une meilleure utilisation du livre et ainsi contribuer à la difficile tâche de changer les habitudes alimentaires.

Quant au deuxième objectif, le renforcement professionnel de l'ABÉSF, les résultats obtenus sont impressionnants. Constituée à l'origine d'une vingtaine de membres résidant essentiellement à Ouagadougou, la capitale du

Burkina Faso, l'ABÉSF compte aujourd'hui plus d'une centaine de membres provenant de toutes les régions du pays. Son dynamisme se reflète par la tenue de nombreuses activités telles que des activités reliées au lancement de « La cuisine au Burkina Faso », des ateliers sur des thèmes qui sont abordés dans le livre, et la célébration de la journée mondiale de l'économie familiale. Grâce à la détermination des membres de l'ABÉSF, les compétences de ses membres sont reconnues par la population ainsi que par les différents ministères (agriculture et famille, par exemple) dont les activités gravitent autour du champ d'expertise « de l'économie familiale ». Dans chacune des sept régions du pays, les membres de l'ABÉSF réunis en cellules génèrent des micro-projet profitant à la population cible, qui sont financés par divers bailleurs de fonds comme l'UNICEF et certaines ambassades.

La mission

Depuis le début du partenariat, une mission est organisée annuellement, en alternance entre le Québec et le Burkina Faso. Celle de l'été 2001 s'est déroulée en juillet avec le voyage au Burkina Faso d'Huguette Faille, présidente de l'AÉFQ, et moi-même Bruno Charreyron, responsable du comité de développement international à l'AÉFQ. Cette démarche annuelle permet d'évaluer le bon déroulement du partenariat, de faire le bilan de l'année écoulée, de vérifier la tenue de la comptabilité et d'ajuster l'échéancier et les prévisions budgétaires pour la prochaine année.

Outre ces activités habituelles, nous sommes allés à Banfora, capitale de la province de Comoé, accompagnés par mesdames Moussokui Koté et Assita Korogo de l'ABÉSF, où nous avons eu le plaisir d'assister à une séance de vulgarisation du livre. Le déplacement vers cette ville, située à 250 km au sud-ouest de Ouagadougou, a nécessité un voyage de cinq heures en camionnette.

La séance de vulgarisation

À 9h le matin, la délégation a été reçue au Centre des groupements féminins de la Direction régionale de l'agriculture. Le local accueillait une cinquantaine femmes du village qui s'étaient déplacées spécialement pour assister à cette rencontre. Elles étaient assises sur de longs bancs et les murs étaient ornés d'affiches provenant de différents organismes non-gouvernementaux (ONG) abordant des

sujets aussi varié que le SIDA, l'agriculture et l'alimentation. S'y retrouvait, bien sûr, l'affiche du guide alimentaire (cercle FAO) tiré de « La cuisine au Burkina Faso ». Le premier objectif de cette rencontre était la compréhension d'une recette choisie et de sa valeur nutritive.

Après les présentations d'usage, les animatrices ont invité les femmes à classer, selon le cercle FAO (équivalent du Guide alimentaire), les aliments servant à réaliser la recette du jour: riz à la sauce de sarandé. La majorité des participantes comprenait bien la classification des aliments. Comme la séance ne se déroulait pas en français, nos partenaires nous traduisaient simultanément les échanges.

Ensuite, les animatrices ont donné la parole aux femmes afin de leur permettre de poser des questions. « Pourquoi doit-on éviter de faire cuire les légumes trop longtemps? »; « Quelle est l'action de la potasse sur les éléments nutritifs? » sont des exemples qui illustrent les préoccupations des participantes.

Ensuite, pour la réalisation de la recette, les femmes se sont réparties en deux groupes. Le premier groupe a préparé le riz tandis que le deuxième cuisinait la sauce. Il n'y avait pas de local de cuisine car la préparation et la cuisson

des aliments se fait traditionnellement à l'extérieur de la maison. Quelques femmes avaient apporté leurs propres ustensiles. Les chaudrons étaient d'une bonne taille car il est commun pour les Burkinabés de préparer un mets en grande quantité et de le partager avec la famille élargie ou avec des voisins.

Le deuxième objectif de la rencontre était l'application de règles d'hygiène telles que le lavage des mains à l'eau et au savon; le lavage de la viande avant de la découper en morceaux; la protection des aliments et des plats de service pour éviter les mouches et la poussière.

Du début à la fin, les animatrices ont supervisé les femmes tout en leur rappelant les consignes de la recette et les règles d'hygiène. Avant la dégustation, la réussite de la recette a été confirmée par l'évaluation des animatrices et vers 11h45, le mets préparé a été servi. Une dizaine de femmes se sont regroupées autour de chacun des cinq plats de service. Pas de portion individuelle, elles ont dégusté à même le plat commun comme le veut leur coutume. Malheureusement, nos deux estomacs canadiens étant indisposés depuis quelques jours, nous n'avons pu goûter au mets malgré les odeurs appétissantes qui s'en dégageaient!

Un travail qui porte fruit

Le livre, principal outil pour l'amélioration de l'alimentation, est présentement en phase de vulgarisation dans dix provinces du Burkina Faso. Grâce au travail continu des membres de l'ABÉSF et des animatrices des villages, nous observons un intérêt certain et une grande ouverture chez la population ciblée qui nous permettent d'anticiper l'atteinte des objectifs fixés. Le changement dans les habitudes alimentaires demeure une tâche complexe qui ne peut se faire en quelques semaines et qui doit être évalué sur une période de plusieurs années.

Le travail accompli depuis 1994 grâce à ce partenariat est remarquable. L'ABÉSF est en voie de devenir une association reconnue, forte et appréciée, grâce au nombre de ses membres qui a quintuplé en cinq ans, mais surtout à cause de leur dynamisme et de leur professionnalisme. En 1998, un deuxième projet est né de cet enthousiasme. Les économistes familiales de l'ABÉSF collaborent avec l'Université de Montréal à un projet portant sur les possibilités de l'huile de palme rouge à contrer les carences en vitamine A. La détermination des membres de l'ABÉSF représente assurément une grande source d'inspiration pour toutes les associations d'économie familiale du Canada. ■

The AEFQ-ABÉSF partnership: a positive impact on the target population

BRUNO CHARREYRON

Home economics educator at the secondary level and manager of the ID Committee of the Association d'économie familiale du Québec.

Since 1994, the Association d'économie familiale du Québec (AEFQ) has been working in partnership with the Association burkinabé d'économie sociale et familiale (ABÉSF) in Burkina Faso. The Canadian International Development Agency (CIDA), through the Canadian Home Economics Association (CHEA), provides funding. Our partnership aims to improve the diet in Burkina Faso and to strengthen the ABÉSF as a professional association. It also allows the AEFQ to share its expertise which spans thirty-five years.

The partnership

In agriculture, Burkina Faso is a deficit-producing country. For example, their agricultural deficit in cereals in 2001 (corn,

foxtail, sorghum) was 20% lower than the country's needs. Therefore, micronutrient deficiencies, particularly in iodine, iron and vitamin A, are widespread in the population. Faced with these day-to-day malnutrition problems, the ABÉSF was seeking a partner in order to develop a program that would address these problems.

Our first meeting with the ABÉSF was held in Hanover, Germany, during an international congress. The two associations worked together to plan a partnership with the purpose of developing a public nutrition education project. The project created immediate interest and enthusiasm in both associations; it has two main objectives: to improve the diet of the underprivileged populations of Burkina Faso and

to strengthen the ABÉSF as a professional association.

Since 1994, many activities have been accomplished to achieve the first objective. Firstly, we wrote and published a cookbook entitled *La cuisine au Burkina Faso*. The book includes many traditional recipes that were improved, like those made with red palm oil, an oil rich in vitamin A, as well as a wealth of information on many subjects such as infant nutrition, home improvements, and hygiene. It is published in four languages namely in French, the working language and the country's official language, in Mooré, in Dioula and in Fulfuldé. Since the book was designed primarily for the residents of the villages, the content (vocabulary, sketches) can also serve to increase literacy. To facilitate the role of the educators who work in the villages, we developed a teaching guide and a poster of a food guide. The educators are concerned about the health and the environment of the villagers and, as such, they organize workshops on agriculture, health, food, and nutrition. They also play a key role in increasing the use of the book which in turn helps to modify the population's eating habits, a difficult task indeed.

With regards to our second objective, namely the professional strengthening of the ABÉSF, the results to date have been most impressive. At the beginning, the ABÉSF had about twenty members who lived mainly in Ouagadougou, the capital of Burkina Faso; today, the ABÉSF has more than one hundred members who live in every region of the country. The association is very active and organizes many events such as the launching of the cookbook, *La cuisine au Burkina Faso*, workshops on topics featured in the book, and the celebration of World Home Economics Day. The strong determination of the ABÉSF members has resulted in the recognition of their professional skills by both the population and the different governmental ministries (for example agriculture and family) that work in the same areas of expertise as the home economists. In each of the seven regions of the country, there are small local groups of ABÉSF members who initiate mini-projects that benefit the target population; different groups such as UNICEF and certain embassies usually help by providing funds for the projects.

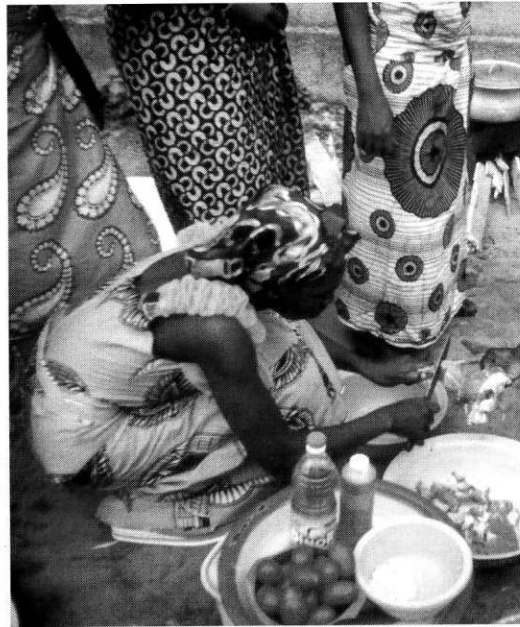
The mission

Since the beginning of the partnership, we have organized an annual mission which alternates between Quebec and Burkina Faso. The 2001 mission was held in July; Huguette Faille, the President of the AÉFO, and I, as manager of the ID Committee, travelled to Burkina Faso. The annual mission allows us to evaluate the progress of the partnership, to review the activities of the past year, to verify the bookkeeping, and to adjust the deadlines and the financial forecasts for the next year.

In addition to these activities, we made a trip with Mrs. Moussokui Koté and Mrs. Assita Korogo of the ABÉSF to Banfora, the capital of the Comoé province to attend a workshop on the cookbook. Banfora is situated at 250 km south-west of Ouagadougou; the trip took five hours in a small truck.

The workshop

At 9 a.m., our delegation was welcomed at the Women's Centre of the regional directorate of agriculture. About fifty women, sitting on long



benches, were also present; they had travelled from their villages specifically to attend this workshop. Posters from various non government organizations (NGOs) decorated the walls; they covered a wide variety of topics from AIDS to agriculture and nutrition. Amongst the many posters, there was, of course, the poster of the food guide from the cookbook *La cuisine au Burkina Faso*. The main objective of this workshop was to understand a specific recipe, its method of preparation, and its nutritional value.

After a short discussion on the cookbook, the educators asked the women to rate the ingredients in the recipe 'Rice with Sarandé Sauce' according to the FAO circle (equivalent to the food guide). Most of the participants understood the food rating system. Since the workshop was not presented in French, our kind partners translated the discussions simultaneously.

The educators then invited the women to ask questions. Questions such as, "Why must we avoid cooking vegetables too long?" and "How does potash affect the nutritional value?" are just a few examples that illustrate the concerns of these women. After the question period, the participants were divided into two groups for the preparation of the recipe.

The first group prepared the rice and the second the sauce. There was no kitchen since food preparation and cooking are traditionally done outside the home. Several persons had brought

their own utensils. The pots and pans were fairly large because it is common practice in Burkina Faso to prepare food in quantity and share it with relatives and neighbours.

The second objective of the workshop was to demonstrate the rules of hygiene such as washing your hands in soap and water, washing the meat before it is cut into pieces, and covering the food and the platters to protect them from the flies and the dust.

The educators supervised the women carefully during the preparation phase and offered regular reminders to follow the recipe instructions as well as the rules of hygiene. Before the taste test, the educators rated the completed recipe. Around 11:45a.m, five platters of the 'Rice with Sarandé Sauce' were presented for sampling. A dozen women gathered around each platter; no single samples - it is the custom to taste directly from the platter. The food aroma was tantalizing; unfortunately, since our Canadian stomachs had been upset for a few days, we had to skip this step.

Fruitful efforts

The cookbook, a key tool to improve the population's diet, is being used for workshops in ten Burkina Faso provinces. As a result of the on-going work of the ABÉSF members and the educators in the villages, we are noticing greater interest and awareness in the target population with these results: we believe that our objectives will be achieved. Eating habits cannot be changed in just a few weeks; it is a complex process which must be assessed over a period of many years.

The work accomplished in this partnership since 1994 is remarkable. As an association, the ABÉSF is becoming well-known, strong and recognized due in part to its membership that has quintupled in five years but mostly due to the active participation of their professional members. In fact, the members' enthusiasm gave birth to a second project in 1998. The home economists of the ABÉSF are now working on a project in collaboration with the University of Montreal to determine the possible uses of red palm oil to counteract vitamin A deficiencies. Without a doubt, the association's determination will be an inspiration to all our home economics associations in Canada. ■

Professional "Coat"

KATHRYN CHANDLER

By their fourth year of academic study, human ecology students are developing a strong sense of their professional identity and of how they want to practice. They are keen to get out into the real world and apply what they have learned, and they have no shortage of opinions on what it means to be a professional and about what practicing human ecology will be about for them.

While reading Linda Peterat and Gale Smith's article, "Conceptualizing Practice Through Dialogue Among Professional Home Economists", in the most recent issue of the *CHE Journal*, I was reminded of an effective classroom activity I used recently in my senior professional practice course. The course helps prepare students for their practicum and for professional practice after graduation, and there is much dialogue in the class about what it means to be a professional human ecologist.

During our discussion of professionalism, the students and I talked about having a professional "coat", literally and figuratively. We talked about how our training and experiences help us design, construct and alter our coats. As an activity, I asked them to work in pairs and, without talking and while each having one hand on a jointly held pen, to draw their Professional Human Ecologist coat. Each pair then described their coat and the meaning behind it.

They were asked to work in pairs, jointly holding a pen without talking, for a reason. I wanted to see if together they could "feel" human ecology and express it without words. Along with giggles, guffaws and apologies for what they believed were unsophisticated drawings came wonderful depictions of many of the values and concepts central to human ecology and home economics - many similar to those outlined by Peterat and Smith (2000):

- Empowerment (diagrammed through tools to share with others and through pockets to fill with information/tools for ourselves)
- Care (diagrammed through hearts and flowing/embracing garments)
- Lifelong learning (diagrammed through grass/flowers symbolizing growth)

- Interdisciplinary & Integrative (diagrammed through onion/systems models)
- Diversity (diagrammed through unstructured garments that allowed for movement)

Most of the drawings depicted a fairly traditional suit jacket with embellishments that represented the values and concepts. The students generally agreed that, when they think of professionals, they think of suits, although they don't see themselves dressing like that all the time. They likened wearing a suit as a professional to wearing a costume as an actor; putting on the suit allows them to feel the part more fully.

One of the more original drawings came from two family studies students who drew a shawl. The shawl represented the embracing nature of human ecology and the fringe was made up of their key values and concepts.

The class agreed that it was hard to work jointly on the drawing. Some elements, like the basic garment structure, seemed to flow, but

embellishments were often drawn taking turns. Perhaps this aptly illustrates how we as professional human ecologists and home economists share a common core but embellish our individual coats uniquely.

The activity was a success. It engaged us actively, visually and orally, and I think it provided the students with a chance to reflect on their current self-understanding as professionals. It is hoped that the activity is something on which they will think back as they continue to construct and alter their professional "coats". It is an activity I shall continue to use in class, and I am keen to see how my own coat evolves over time.

Kathryn Chandler is the Practicum Coordinator for the Department of Human Ecology and the Internship Coordinator for the Faculty of Agriculture, Forestry and Home Economics from the University of Alberta.
E-mail: kathryn.chandler@ualberta.ca ■

Le « manteau » du professionnel

KATHRYN CHANDLER

Lorsqu'ils parviennent en quatrième année d'études universitaires, les étudiants en écologie humaine ont déjà acquis un sens très développé de leur identité professionnelle et de la façon dont ils veulent pratiquer. Ils sont impatients d'entrer dans le monde réel et de mettre en pratique les connaissances apprises. Par ailleurs, ils ne manquent pas d'opinions sur ce que signifie le fait d'être professionnel et sur ce qu'ils entendent par la pratique de l'écologie humaine.

Lorsque j'ai lu l'article de Linda Peterat et de Gail Smith intitulé « Conceptualizing Practice Through Dialogue Among Professional Home Economists », qui a paru dans le dernier numéro de la *Revue canadienne d'économie familiale*, je me suis souvenu d'un exercice dont je me suis servi récemment en salle de classe, dans le cadre de mon cours avancé sur la l'exercice professionnel. Ce cours permet aux étudiants de se préparer en vue de leur stage et de leur pratique professionnelle après l'obtention de leur diplôme. Ce cours suscite habituellement un dialogue soutenu sur la nature du travail du professionnel en écologie humaine.

Au cours de notre discussion sur le professionnalisme, les étudiants et moi avons abordé le concept de « manteau » professionnel, aux sens littéral et figuré. Nous avons parlé de la façon dont notre formation et nos expériences nous aident à fabriquer et à modifier ce manteau. Je leur ai donc demandé de travailler en équipe avec un collègue, en silence, en tenant un crayon au moyen de deux de leurs mains réunies et de dessiner leur manteau de professionnel de l'écologie humaine. Chaque équipe devait ensuite décrire son manteau et ce qu'il signifiait.

J'avais une raison bien précise de leur demander de travailler en équipe de deux, tenant conjointement un même crayon, sans parler. Je voulais savoir si, ensemble, ils pouvaient ressentir le sens de l'écologie humaine et l'exprimer en silence. Après s'être excusés pour ce qu'ils considéraient comme des dessins de piètre qualité, ils sont parvenus à faire des descriptions très intéressantes d'un grand nombre des valeurs et des concepts faisant partie intégrante de l'écologie humaine et de

l'économie familiale - dont bon nombre étaient similaires à ceux décrits par Linda Peterat et Gale Smith (2000) :

- Autonomie (représentée par des outils pouvant être partagés avec d'autres et des poches remplies d'informations ou d'outils pour son usage personnel)
- Compassion (représentée au moyen de coeurs ou de vêtements drapés ou flottants)
- Perfectionnement continu (représenté par de l'herbe ou des fleurs symbolisant la croissance)
- Aspect interdisciplinaire et intégrant (représenté par des modèles intégrateurs ou systémiques)
- Diversité (représentée au moyen de vêtements amples permettant le mouvement)

La plupart des dessins illustraient un veston plutôt traditionnel comportant des ornements

représentant les valeurs et les concepts. La majeure partie des étudiants étaient d'accord pour dire qu'ils imaginent des complets lorsqu'ils pensent à des professionnels, bien qu'ils ne se voient pas porter eux-mêmes de tels vêtements continuellement. Ils associent le port d'un complet par un professionnel au travail d'un acteur qui, par le port d'un costume, parvient à ressentir son rôle plus efficacement.

L'un des dessins les plus originaux a été fait par deux étudiants en études familiales qui ont dessiné un châte représentant la nature englobante de l'écologie humaine, la frange étant, quant à elle, constituée des principaux concepts et valeurs.

Tous les étudiants ont convenu qu'il leur avait été difficile de travailler conjointement au dessin. Certains éléments telle la structure de base du vêtement semblaient plutôt fluide, alors que les ornements avaient souvent été dessinés tour à tour. Cela permet d'illustrer de façon assez juste

le tronc commun partagé entre les écologistes humains et les économistes familiaux et la façon dont ils ornent leur manteau individuel.

L'activité a remporté un franc succès. Elle nous a permis de réagir de façon active, visuellement et verbalement, et je crois qu'elle a également permis aux étudiants de réfléchir sur leurs perceptions individuelles. Nous espérons qu'ils repenseront à l'activité au moment de construire et de modifier leur « manteau » professionnel. Il s'agit d'une activité que je continuerai d'utiliser en classe, et je suis impatiente de voir dans quelle mesure mon manteau personnel évoluera avec le temps.

Kathryn Chandler est coordonnatrice des stages pour le département d'écologie humaine et pour les facultés de l'Agriculture, de la foresterie et de l'économie familiale de l'Université de l'Alberta.

Courriel : kathryn.chandler@ualberta.ca ■

Canadian Home Economics Journal

Revue Canadienne D'Économie Familiale

Information for
Contributors to the
Canadian Home
Economics Journal

Information à
l'intention des auteurs
de la
Revue canadienne
d'économie familiale

See / voir
www.chea-acef.ca

For health teachers, nurses, police, social workers,
principals, parents, youth and voluntary organizations

Great Information!

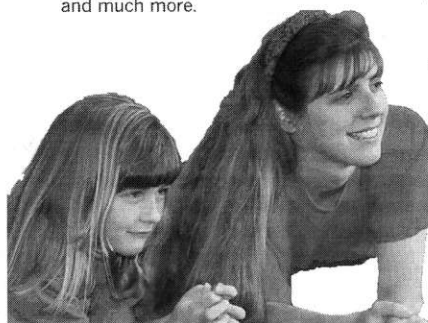
The Canadian Association of Principals (CAP) is pleased to announce the launch of a web site that acts as a gateway to information and resources promoting safe and healthy schools

www.safehealthyschools.org

- Find web resources on school violence, injury prevention, food safety, physical activity, healthy eating, tobacco, drugs, and much more.

At the web site, you can find:

- Evidence of the effectiveness of various school-community strategies
- Explanations on how to develop and implement these strategies
- Examples of these strategies in Canada and elsewhere
- Planning and learning resources
- Health education lesson plans
- A sign up for the School Health listserve, a clipping service on health promotion through schools



Support provided by the Population Health Fund, Health Canada

WHAT'S NEW QUOI DE NEUF



Book Reviews

Comptes rendus de volumes

COMPILED BY MARY ANN JOLY

How to Make Your Child a Reader for Life

by Paul Kropp (1993, 2000).
*First published under the title of The
Reading Solution. Toronto: Random
House Canada, 304 pages. \$24.95
(paperback). ISBN 0-679-310-59-2.*

Reading can provide a lifetime of pleasure. The key is starting early on solid ground and building from that foundation. Paul Kropp, a teacher with more than twenty years of classroom experience, provides a straight-ahead approach in getting young people hooked on reading. His philosophy and practical advice permeate the book as he talks about reading, television, movies, and the influences of computers and the Internet.

This is a great resource book for parents, teachers, librarians, or anyone who enjoys reading. Kropp has organized it using several Top Ten lists for specific genres and age groups. If you are looking for a list of worthwhile fantasy books, childhood classics, movies tied to great books for teens, or even books for kids who hate to read, you'll find it in this valuable reference.

Kropp looks at people as they advance through the stages of reading from getting started (infancy through age three), through the middle reader (age eight to ten), all the way to that of the adult reader. Through these chapters, he looks at the skills readers have or should have acquired at these stages. He provides lists of books, again in a Top Ten format, that encourage reading for pleasure. The information on teenage readers is especially valuable because this group tends to pull away from reading. Outside pressures become more dominant, and the pleasure of reading as a pastime tends to recede. Parental pressure or the infamous school book report is the motivating force for kids to read at this time. Kropp provides information and humour for parents as they try to get their teenage readers through this period of reading resistance. He also talks about the value of modelling and reinforcing behaviour as well as of surrounding a child with great literature early on to encourage him or her to become a lifelong reader.

Kropp also faces the challenges of reading as it squares off against the forces of computers and the Internet. He cautions that they are not a panacea to reading woes - quite the opposite view from that of some governmental education bureaucrats. He contends that Web surfing and skimming links on search engines have created a generation of readers with little patience who have not really learned how to probe for more information. Still, he feels that, rather than our looking at computers and the Internet from an adversarial point of view, they can, with proper use, be used positively by even the most reluctant reader. Those concerned with reading and its future - parents, teachers, librarians or anyone who enjoys reading - will appreciate the value of this book. It is a welcome resource in the push for a more literate, well-educated, well-read society.

Reviewed by:

Carol A.M. Bucyk B. Ed., Dip. E.C.S
Teacher - Elementary Education
Lethbridge, Alberta

Essentials of Human Nutrition

by Jim Mann and A. Stewart Truswell,
eds. (1998). New York: Oxford
University Press, Inc., 637 pages. \$80.95
(paperback). ISBN 0-19-262756-2.

The editors' goal for *Essentials of Human Nutrition* is to provide the "essential information required by students embarking on a University course in human nutrition, and by those in training in the health and food science professions where the importance of nutrition is being increasingly recognized" (page v, preface). In addition, they suggest that this book may also be used by those in the fitness industry and by members of the public with sufficient background in biology and chemistry.

The content of *Essential Nutrition* encompasses metabolic, clinical, and public health nutrition, and it focuses on the essential nutrients, relation of diet to chronic disease and the "tools of the trade" for nutritional assessment, dietary recommendations, program planning, etc. The chapters are divided into nine parts: Energy and

Macronutrients, Organic and Inorganic Essential Nutrients, Nutrition-related Disorders, Foods, Nutritional Assessment, Life Stages, Clinical and Public Health, Case Studies, and Nutritional Immunology and Nutrition Support. Authors of the chapters are experts in their areas and their experience as teachers is evident in the content of the chapters. Each chapter is concise and provides the essential information from a nutrition perspective. The roles of specific nutrients in disease conditions are expressed as simple consensus statements without reference to specific research studies. This approach has the advantage of providing the bottom line, however, and it is hoped that readers will be motivated to consult the Further Readings at the end of each chapter to gain an appreciation for the nutrition research and interpretations underlying these statements.

Tables and figures are effective and generally provide more depth than discussed in the text. The chapters related to public health nutrition include comparisons among countries, and the case studies address longstanding nutritional concerns in current contexts, for example, "War in Former Yugoslavia: Coping with Nutritional Issues". Overall, *Essential Nutrition* is comprehensive in its scope of nutrition and multidimensional in its addressing the nutritional health and methodologies for individuals and populations. This book will provide basic nutritional information to allied health and food professionals and others with basic knowledge in the functioning of the human body and health issues. It fills the gap between typical introductory and advanced nutrition textbooks by providing the science of nutrition (both basic and applied aspects) and dietary recommendations in plain language without overloading the reader with technical and research details.

Reviewed by:

Carla G. Taylor, Ph.D., Associate Professor,
University of Manitoba, Winnipeg, MB.

Fatal Consumption: Rethinking Sustainable Development

Edited by Robert F. Woollard & Aleck S.
Ostry (2000). Vancouver: UBC Press,
270 pages. \$75.00 (hardcover), \$29.95
(paperback). ISBN 0-7748-0786-5.

Fatal Consumption allows the authors to report on a project in which they participated over a period spanning the late 1980's to the mid

1990's. They focus primarily on the lower Fraser Valley of British Columbia but all chapters attempt to extrapolate their findings to the national and international scenes. They begin with an overview of our current consumption patterns. Subsequent chapters look at such things as how populations in other parts of the world enjoy an almost equal way of life without the same level of consumption, projects in both Vancouver and Richmond which had mixed results, and why social change is so difficult to bring about. As editors, Woollard and Ostry make their own contributions to the work, but they also present the thoughts of numerous other authorities in the field.

In his introduction to the work, Robert Woollard makes the observation, "Somewhere along the road to our present crisis we lost the idea of 'enough.' Somehow, the twentieth century's version of progress lost its compass and began to see 'more' as the only desirable direction." (p. 3) From that opening comment, the book never ceases to challenge our view of sustainable development. It raises questions about how our development affects many other parts of the world. In the course of the book, most if not all the authors make reference to the "ecological footprint" made by inhabitants of the Lower Fraser Valley. Simply put, this is a measure of how much productive land is necessary to support a specific population indefinitely regardless of where it is located on earth. Using this calculation, the point is made that we in Canada have an "ecological footprint" far larger than our "fair earth share."

Since a different person authors each chapter, a great deal of attention is paid to attempting to provide a common thread. The various charts and diagrams provide some help. The chapters are replete with charts and diagrams illustrating the points being made. They give greater clarity to those points but do not overpower the text.

Fatal Consumption is a useful addition to the body of available literature. At the outset, the authors indicate that their goal is to attempt to combine in one volume, a discussion of the steps which society must make to move toward sustainability on the one hand and the factors which prevent us from doing so on the other. This discussion is both challenging and revealing. It ends with ideas concerning how to navigate the two issues and to move forward gradually.

This is not a book you would pick up for a simple night's reading. It is the fifth in the *Sustainability and the Environment Series*. Probably it should not be the first book in this

genre that one picks up. The discussions are complex and refer to concepts that exist within the sustainable development literature. They require some concentration if one is unfamiliar with the vocabulary. *Fatal Consumption* is both challenging and well worth taking the time and energy to work through. It will open your eyes and whet your appetite for more information. It certainly did for me.

Reviewed by:

W. Richard Shelton, MSW, RSW
Director (Mental Health) Adult Acute Care & Treatment, Alberta Mental Health Board/
Chinook Health Region, Lethbridge, Alberta

Poverty, Social Assistance, and the Employability of Mothers: Restructuring Welfare States

*by Maureen Baker & David Tippin.
(1993). Toronto: University of Toronto Press, 316 pages. \$24.95 (paperback). ISBN 0-8020-8180-0.*

In this book, Maureen Baker and David Tippin comprehensively review welfare policies in four liberal welfare states that have recently introduced mandatory welfare-to-work legislation: Australia, Britain, New Zealand, and Canada. Particularly, the authors examine the development of employability programs as they apply to impoverished lone mothers in these countries. The central argument of this book is that, although all four countries have created, as part of welfare reform, employability programs which encourage, or require, low-income mothers receiving welfare to enter paid work; there are important national variations which have been shaped by societal values about women's roles as mothers and workers.

Baker and Tippin argue that Australia, Britain, and New Zealand support a model of full-time mother/possible part-time employee, which emphasizes gender difference. In contrast, Canadian ideology supports a model of mother/full-time employee, which reflects a value of gender equality. That Canada was the first of the four countries to introduce welfare-to-work requirements for lone mothers on benefits is consistent with its gender ideology. Interestingly, societal values about gender roles have not translated into full government support for lone mothers in Australia, Britain, and New Zealand. Baker and Tippin posit that the disconnect between societal values and social policy in these countries highlights a double standard in the acceptance of the economic dependence of married mothers and a disdain for the economic dependence of lone mothers.

In highlighting the fundamental difference between Canada and the other countries, Baker and Tippin point to a critical issue in a feminist analysis of social policy: should gender-sensitive social policy encourage low-income lone mothers to stay home with their children, or should it encourage them to become self-sufficient paid employees? The authors respond pragmatically to this question by examining which approach will most improve the economic situation of lone mothers. Their conclusion seems to be 'neither'. On the one hand, government benefits for lone mothers in all four countries are insufficient to keep them out of poverty. On the other hand, wages for most lone mothers are also inadequate for maintaining an income above the poverty line. Baker and Tippin conclude that "unless lone mothers can earn an above-average income, they are better off financially receiving social assistance" (p. 63). Yet the authors point out that the lives of employed low-income lone mothers and their children could be improved in all four countries through higher wages, cash transfers, statutory employment benefits, and affordable and accessible childcare. They remind readers, however, that the influence of economic rationalism has weakened the political will to implement policies that would significantly improve the lives of low-income lone-mothers.

The strength of this book is also its weakness: while the authors delve into the intricate differences of ideology and social policy within each country, being mindful not to over-simplify the complex issues, at the end I was left unclear as to how the unique gender ideology in Canada affects the policy outcomes for lone mothers differently than in Australia, Britain and New Zealand. A succinct summary of the overall similarities and differences of policies among the countries might have been instructive. Still, this book is highly sophisticated and analytical, adding much to our understanding of social policy restructuring within liberal welfare states - specifically in examining how implicit assumptions about gender influence social policy. As such, I highly recommend this book to academics, students, and policy analysts interested in deconstructing unchallenged notions about family in policy development.

Reviewed by:

Rhonda Breitreuz, M.A. Ph.D. Provisional Candidate, Department of Human Ecology, University of Alberta, Edmonton, Alberta



Calcium: Content isn't everything!

The media have had a field day reporting the ease of finding calcium in foods other than milk. Unfortunately, what they don't mention is that many factors affect the body's ability to absorb the calcium in these foods.

A recent study of pre- and peri-menopausal women (originally designed to reduce dietary fat and cholesterol, and affect a moderate weight loss) analyzed various factors associated with calcium bioavailability. Subjects were randomly assigned to either an assessment-control group (n=275) or an intervention group (n=260). According to the findings, the most significant factors affecting calcium absorption were dietary fat and fibre and, to a lesser extent, serum vitamin D and alcohol consumption.¹

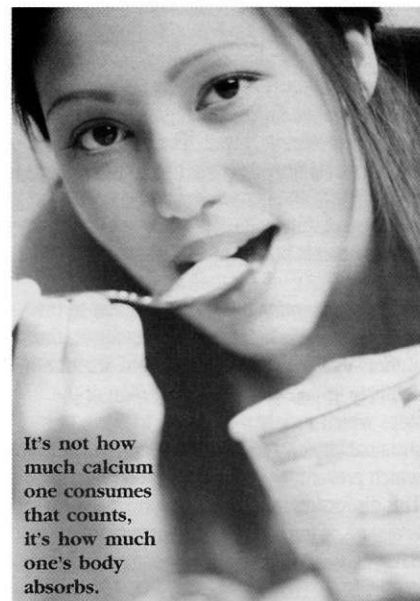
A low fat/high fibre diet was shown to impede calcium absorption: Women with

the lowest fat/fibre ratio had a 19% lower calcium absorption rate than those with the highest ratio.¹ Investigators attributed this to intestinal transit time. Since fibre speeds up transit time while fat slows it down, low fat/high fibre diets may prevent food from staying in the intestine long enough for the body to absorb sufficient calcium and other nutrients.¹ Vitamin D—best provided by fortified milk—plays a well-established role in the intestinal absorption of calcium.^{1,2}

Oxalate and phytate are other important factors inhibiting calcium absorption.^{2,3} Oxalate is found in foods such as

spinach, rhubarb, Swiss chard, beets and beet greens. While these vegetables do contain calcium, it is largely unavailable to the human body. Broccoli and kale are low in oxalate and are good plant sources of calcium—although they contain less than milk products. Phytate, found in bran and most cereals and seeds, is problematic when consumed to excess in a diet that avoids dairy products. Calcium-fortified soy beverages are popular but their calcium has been shown to be less well absorbed than that of cow's milk⁴—possibly due to their relatively high oxalate and phytate contents.⁵

Food	Serving size	Calcium (mg)	% amount absorbed	Absorbable ca/serving (mg)	Servings to replace milk
Milk	250 mL	315	32.1	101.1	—
Red kidney beans	250 mL	52	17	8.8	11.5
Soy beverage, unfortified	250 mL	10	31	3.1	32.5
Soy beverage, fortified	250 mL	315	24.1	75.9	1.3
Tofu, calcium set	100 g	150	31	46.5	2
Broccoli	125 mL	38	52.6	20	5
Spinach	125 mL	129	5.1	6.6	15.3
Almonds	125 mL	200	21.2	42.4	2.3



References: 1. Wolf RL et al. 2000. Factors associated with calcium absorption efficiency in pre- and perimenopausal women. *Am J Clin Nutr* 72:466-471. 2. Guéguen L et al. 2000. The bioavailability of dietary calcium. *J Am Coll Nutr* 19:119S-136S. 3. Heaney RP et al. 1988. Calcium absorbability from spinach. *Am J Clin Nutr* 47:707-709. 4. Heaney RP et al. 2000. Bioavailability of the calcium in fortified soy imitation milk, with some observations on method. *Am J Clin Nutr* 71:1166-1169. 5. Massey LK et al. 2001. Oxalate content of soybean seeds (*glycine max*: Leguminosae), soyfoods, and other edible legumes. *J Agric Food Chem* 49:4262-4266.



Presented by the
Dairy Farmers
of Canada

www.nutritionstuff.org

ABSTRACTS OF CURRENT LITERATURE / RÉSUMÉS D'ARTICLES RÉCENTS

Family/Consumer Studies *La famille/Consommation et gestion*

COMPILED BY MELANIE MOORE/LORI MORAN

Involvement of the personal social network as a factor in parent education effectiveness.

Walker, S.K., & Riley, D.A. (2001). *Family Relations*, 50 (2), 186-194.

This study examined the impact of mothers' involvement with their social networks upon their self-reported changes in behaviours and attitudes due to a parenting intervention—in this case monthly, age-paced parenting newsletters. Path analyses revealed that discussing and sharing newsletter copies with others was associated with greater self-reported change but did not significantly mediate the relationship between newsletter use and parental change. Rather, individual use of the newsletter and social sharing of the content had independent effects on parenting. The results support a general view that the advice of parenting programs is not accepted or rejected in a vacuum, but often within the context of discussions within the participants' existing social networks. This suggests two practical implications for program developers: (a) interventions might be more effective if they encouraged such social network processing of program advice, and (b) programs might even target social networks rather than individual parents as their clients.

Reprinted with permission from *Family Relations*.

Intergenerational transmission of constructive parenting.

Chen, Z., & Kaplan, H.B. (2001). *Journal of Marriage and the Family*, 63 (1), 17-32.

Investigates the intergenerational transmission of constructive parenting using a 3-wave longitudinal data set that spanned two decades. Details respondents' contemporaneous reports in early adolescence, early adulthood, and middle adulthood; support the hypothesis that interpersonal relations, social participation, and role-specific modeling explain the intergenerational continuity of constructive parenting.

Reprinted with permission from *Journal of Marriage and the Family*.

The links between premarital parenthood, meanings of marriage, and marital outcomes.

Timmer, S.G., & Orbuch, T.L. (2001). *Family Relations*, 50 (2), 178-186.

Using a longitudinal sample of 373 black and white newlyweds from the Early Years of Marriage Study, we examined the effects of premarital parenthood on meanings of marriage and the consequent effects of these meanings on the risk of divorce by the 4th year of the couples' marriages. Results indicated that premarital parents were significantly more likely than nonparent couples to mention practical advantages of marriage in year 1 (e.g., financial security, having a home, spouse is/will be a good parent). Results of Cox regressions indicated that, for premarital parents, perceiving practical advantages of marriage in year 1 reduced their risk of divorce by 85%. Results are discussed in terms of the adjusting family-life-

education and treatment needs of premarital parents compared with nonparent couples and the consequences for their marital stability.

Reprinted with permission from *Family Relations*.

Consumers' need for uniqueness: Scale development and validation.

Tian, K.T., Bearden, W.O. & Hunter, G.L. (2001). *Journal of Consumer Research*, 28, 50-66.

Consumers acquire and display material possessions for the purpose of feeling differentiated from other people and, thus, are targeted with a variety of marketing stimuli that attempt to enhance self-perceptions of uniqueness. Because the pursuit of differentness (or counter conformity motivation) varies across individuals to influence consumer responses, we developed and validated a trait measure of consumers' need for uniqueness. Consumers' need for uniqueness is defined as an individual's pursuit of differentness relative to others that is achieved through the acquisition, utilization, and disposition of consumer goods for the purpose of developing and enhancing one's personal and social identity. Following assessments of the scale's latent structure, a series of validation studies examines the scale's validity. The presentation of empirical work is followed by a discussion of how consumers' need for uniqueness could be used in better understanding consumer behaviour and the role consumption plays in people's expression of identity.

Reprinted with permission from *Journal of Consumer Research*.

Foods and Nutrition *Alimentation et nutrition*

COMPILED BY LIA (LUNDGREN) KURYLO

Family and child-care provider influences on preschool children's fruit, juice, and vegetable consumption.

Nicklas, T. A., Baranowski, T., Baranowski, J. C., Cullen, K., Rittenberry, L., & Olvera, N. (2001). *Nutrition Review*, 59 (7), 224-235.

Children's intakes of fruit, juice, and vegetables (FJV) do not meet the recommended minimum of five daily servings, placing them at increased risk for development of cancer and other diseases. Because children's food preferences and practices are initiated early in life (e.g., 2-5 years of age), early dietary intervention programs may have immediate nutritional benefit as well as reduce chronic disease risk when learned healthful habits and preferences are carried into adulthood. Families and child-care settings are important social environments within which food-related behaviours among young children are developed. FJV preferences, the primary predictor of FJV consumption in children, are influenced by availability, variety, and repeated exposure. Caregivers (parents and child-care providers) can influence children's eating practices by controlling availability and accessibility of foods, meal structure, food modelling, food socialization practices, and food related parenting style. Much remains to be learned about how these influences and practices affect the development of FJV preferences and consumption early in life.

Reprinted with permission from *Nutrition Review*.

Dietary energy density and weight regulation.

Yao, M., & Roberts, S.B. (2001). *Nutrition Review*, 59(8), 247-258.

Dietary energy density (ED) has been suggested as an important determinant of energy intake and, therefore, energy regulation. This review summarizes published studies on the effects of dietary ED on hunger, satiety, energy intake, and body weight in healthy individuals, and compares the relative effects of ED manipulated by dietary fat only, fat and fibre, water, and type of sweetener. In short-term studies, consumption of low-ED foods promotes satiety, reduces hunger, and decreases energy intake with no marked differences between different dietary manipulations used to change ED. In addition, low-ED diets promote moderate weight loss in long-term studies. In studies lasting longer than 6 months, weight loss was more than three times as great in individuals consuming diets both low in fat and high in fibre compared with diets low in fat only (-3.4 kg versus -1.0 kg). Combined, these studies suggest that diets low in fat and high in fibre may be the most effective low-ED diets for promoting weight loss. Further research is needed on the effects of dietary ED by changing water or sweetener content.

Reprinted with permission from *Nutrition Review*.

Clothing and Textiles **Textiles et habillement**

COMPILED BY ALYSSA BECKER

Integrating quality into the textile and apparel high school curriculum.

Meyer, D.J. C., Kadolph, S.J., Hillery, J., Haar, S., Day, M., Keiser, S., Brandes, K. (2001). *Journal of Family and Consumer Sciences*, 93(4), 84-87.

The importance of integrating quality assurance in the textile and apparel high school curriculum is explained in this paper. Basic concepts and principles of quality assurance are described. Five activities are included to help integrate quality concepts. These activities can be applied to other family and consumer science areas and can help to develop essential workplace skills.

Reprinted with permission from *Journal of Family and Consumer Sciences*.

Apparel descriptions in catalogs and perceived risk associated with catalog purchases.

Gaal, B., & Burns, L.D. (2001). *Clothing and Textiles Research Journal*, 19(1), 22-30.

The present study had two overall objectives: (a) to identify and clarify important yet inadequate information in a catalog's apparel descriptions, and (b) to test if clarifications of the descriptions altered consumers' perceived ability to evaluate the garments and the degree of perceived risk associated with purchasing the garments. The two-phase study consisted of focus groups and an experiment. A total of seventeen female focus group participants evaluated information about the sizing/fit, colour, fabric/fibre content, style/detail, and laundering instructions of garments within the catalog as well as general information regarding the catalog and retailer. Per the suggestions of the focus group participants, the investigated

garment descriptions were altered to include additional sizing/fit and fabric/fibre content information. An experiment was conducted to test whether the changes made to the descriptions influenced consumers' perceived ability to evaluate the garments as well as consumer's perceived risk associated with purchasing the garments. Results indicated that changes made regarding the fabric/fibre content increased participants' perceived ability to evaluate the garments, whereas changes made regarding the sizing/fit did not. Furthermore, the results did not support the notion that either type of change would alter the degree of perceived risk associated with purchasing the garments.

Reprinted with permission from *Clothing and Textiles Research Journal*.

The emergence of modern infant wear, 1896-1962: Traditional white dresses succumb to fashion's gender obsession.

Huun, K., & Kaiser, S.B. (2001). *Clothing and Textiles Research Journal*, 19(3), 103-119.

The first half of the twentieth century witnessed a number of innovations and ambiguities in the clothing of young children. Dominant, popular period literature reveals mixed cultural sentiments regarding how children, and especially boys, should be dressed. Our analysis of this literature and of new clothing styles offered for the first five to six years of a child's life reveal that a larger re-visioning of gender and age boundaries was underway. Starting in 1896, the first year gender-specific wear for newborns appeared in the catalog, complex processes of visual negotiation and evolution occurred. "Revolutionary" changes are playwear and "interim" dressy garment innovations helped to bridge masculinity and femininity across the first years of life, hence easing the transition toward more modern, streamlined styles for boys in particular. Integrating three fashion theories (Hollander's, McCracken's and Kaiser, Nagasawa, and Hutton's), we interpret the changes in young children's clothing during this period as part of a complicated, evolutionary (male) "flight from femininity": one that required negotiating complex ambivalences and ambiguities in order to construct a binary system of modern, gendered infancy.

Reprinted with permission from *Clothing and Textiles Research Journal*.

Body image: Linking aesthetics and social psychology of appearance.

Rudd, Nancy A., & Lennon, S.J. (2001). *Clothing and Textiles Research Journal*, 19(3), 121-133.

Body image, the mental picture we have of our bodies, has both perceptual and affective components. It affects how we interact with clothes, and affects how that clothed appearance is presented publicly. The purpose of this article is to justify the inclusion of body image in textiles and clothing subject matter in institutions of higher education. Although pioneering efforts have addressed the body from aesthetic and social psychological standpoints, no theoretical justification integrates both aesthetic theory and social psychological concepts as applied to body image. We present discussions of both aesthetic theory and social psychological theories and concepts related to body, make suggestions for curricular strategies at both undergraduate and graduate levels, and provide links to various stakeholders. We argue that textiles and clothing educators have a significant role to play in research, education, and outreach efforts related to body image and appearance-related behaviours and can address important quality of life issues.

Reprinted with permission from *Clothing and Textiles Research Journal*.



Calcium : miser sur la qualité !

Les médias ne ratent jamais une occasion de faire valoir combien il est facile de puiser du calcium dans les aliments autres que le lait. Malheureusement, ils omettent de mentionner que plusieurs facteurs affectent la capacité de l'organisme à absorber le calcium présent dans ces aliments.

Une étude récente menée auprès de femmes en préménopause et périménopause (conçue au départ pour diminuer le gras alimentaire et le cholestérol et amener une perte de poids modérée) a fait l'analyse de divers facteurs associés à la biodisponibilité du calcium. Les participantes étaient assignées, au hasard, soit à un groupe témoin ($n = 275$), soit à un groupe d'intervention ($n = 260$). Selon les résultats de cette étude, le gras alimentaire et les fibres constituaient les facteurs les plus significatifs influençant l'absorption du calcium, suivis, dans une moindre mesure, par la vitamine D sérique et la consommation d'alcool¹.

Il a été démontré qu'une diète faible en gras/riche en fibres pouvait nuire à l'absorption du calcium. Les femmes dont le ratio gras/fibres alimentaires était le plus faible

présentaient un taux d'absorption du calcium de 19 % inférieur à celui des femmes dont le ratio était le plus élevé¹. Les chercheurs ont attribué ceci à la durée du transit intestinal. Comme les fibres accélèrent le temps de passage des aliments dans l'intestin et que le gras le ralentit, les diètes faibles en gras/riches en fibres peuvent empêcher les aliments de rester suffisamment longtemps dans l'intestin pour que l'organisme absorbe assez de calcium et autres nutriments¹. La vitamine D, dont la meilleure source est le lait enrichi, joue également un rôle bien établi dans l'absorption intestinale du calcium^{1,2}.

L'oxalate et le phytate sont d'autres facteurs importants qui inhibent l'absorption du calcium^{2,3}. L'oxalate se retrouve notamment dans les épinards, la rhubarbe, la bête à

carde, les betteraves et les feuilles de betterave. Bien que ces légumes contiennent du calcium, ce dernier est en grande partie non disponible pour l'organisme. Le brocoli et le chou frisé sont pauvres en oxalate et représentent de bonnes sources de calcium d'origine végétale – bien qu'ils contiennent moins de calcium que les produits laitiers. Le phytate, que l'on retrouve dans le son et dans la plupart des céréales et graines, ne pose problème que lorsqu'il est consommé en quantités excessives dans une alimentation dépourvue de produits laitiers. Les boissons de soya enrichies de calcium gagnent en popularité, mais le calcium qu'ils contiennent est moins bien absorbé que celui du lait de vache⁴, probablement en raison de leur teneur relativement élevée en oxalate et en phytate⁵.

Aliment	Portion	Calcium (mg)	% quantité absorbée	Calcium absorbable (mg)/portion	Nombre de portions pour remplacer le lait
Lait	250 mL	315	32,1	101,1	—
Haricots rouges	250 mL	52	17	8,8	11,5
Boisson de soya non enrichie	250 mL	10	31	3,1	32,5
Boisson de soya enrichie	250 mL	315	24,1	75,9	1,3
Tofu, préparé avec calcium	100 g	150	31	46,5	2
Brocoli	125 mL	38	52,6	20	5
Épinards	125 mL	129	5,1	6,6	15,3
Amandes	125 mL	200	21,2	42,4	2,3



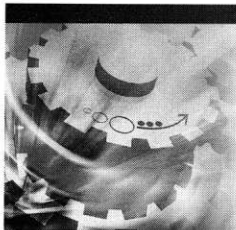
Ce n'est pas tant la quantité de calcium consommée qui compte, mais bien la quantité absorbée par l'organisme.

Références : 1. Wolf RL et coll. 2000. Factors associated with calcium absorption efficiency in pre- and perimenopausal women. *Am J Clin Nutr* 72:466-471. 2. Guéguen L et coll. 2000. The bioavailability of dietary calcium. *J Am Coll Nutr* 19:119S-136S. 3. Heaney RP et coll. 1988. Calcium absorbability from spinach. *Am J Clin Nutr* 47:707-709. 4. Heaney RP et coll. 2000. Bioavailability of the calcium in fortified soy imitation milk, with some observations on method. *Am J Clin Nutr* 71:1166-1169. 5. Massey LK et coll. 2001. Oxalate content of soybean seeds (*glycine max*: Leguminosae), soyfoods, and other edible legumes. *J Agric Food Chem* 49:4262-4266.



Présenté par
Les Producteurs
laitiers du Canada

www.questionnutrition.org



New Developments and Trends

BY: GUYLAINE BARAKATT

IN TRENDS

Creating a 'shopping experience': a plus for food retailers

According to an AC Neilson market study cited in the magazine *Le Monde Alimentaire* (July-August 2001), the in-store 'shopping experience' of the consumers will become a winning market strategy in the case of the more traditional food retailer. Due to the strong competitive market (comprised of traditional grocery stores, warehouse-type clubs, department stores with lower prices such as Wal Mart), these traditional retailers will need to provide their customers with added value by creating an 'enjoyable shopping experience'. For example, they could offer a larger choice of services like a dry cleaning service or a wider product selection such as health and gourmet products. However, all these value-added extras will be ineffective if some fundamental aspects like the store's cleanliness and the safety and freshness of the products are neglected because they are the determinant factors in the consumers' spending habits and shopping frequency.

For more information: *Le Monde Alimentaire*, July-August 2001, p. 29-30

Voluntary simplicity: a way to control consumption

Given today's lifestyles with a strong focus on increased spending, it is becoming more and more difficult to sustain lifestyles which are based on one simple equation: to spend more, you must earn more and to earn more, you must work more. This constant spiral can be unbearable, particularly when the consumer has no other choice but to work harder and harder to meet the financial obligations of his chosen lifestyle. Massive debts, exhaustion, burnouts, stress, and lower birth rates are some of the harmful effects that can cause a loss of quality of life.

Voluntary simplicity is a trend that is becoming popular in Quebec and across the country. It is estimated that 12 to 15% of the

population in industrialized nations are practising one form or another of voluntary simplicity. According to Gerald Celente, an American analyst on social trends, voluntary simplicity is one of the fastest growing trends. Voluntary simplicity originated in the United States several years ago; it encourages a voluntary restriction on consumption in order to re-stabilize the forces and values that control our daily lives. Voluntary simplicity targets a frugal lifestyle with an emphasis on the re-distribution of time and freedom. As an author of several books on the subject, Dr. Serge Mongeau is a strong promoter of voluntary simplicity in Quebec. Dr. Mongeau's views have created much debate in academic circles and have been the subject of several media reports, articles, and conferences.

Source: Revue RND, no.3, March 2000

Did you know ...

Canadian women are now occupying a greater number of influential positions in business; the percentage of women in senior management has increased from 19.8% in 1994 to 26.8% in 1999. In other parts of the world, the advancement of women in government has remained relatively unchanged since 1995; however, in this regard, women have made progress at the Secretariat of the United Nations and in the diplomatic corps. Canada supports the measures that aim at the advancement of women at the UN Secretariat.

Source: *Women and gender empowerment*, information bulletin from the United Nations General Assembly Special Session on women (Beijing + 5)

IN RESOURCES

Unpasteurized fruit juices and cider – all natural but ...

On November 3, 2001, Health Canada released a warning that unpasteurized juices and cider may be contaminated with harmful bacteria such as E.coli and Salmonella; these bacteria

can cause serious illnesses or even death particularly in groups most at risk such as young children, the elderly, and persons with a weakened immune system. A pamphlet on this subject is now available in both official languages on the Web site of Health Canada.

For more information:

www.hc-sc.gc.ca/food-aliment

Accuracy of the label claims of Nutrition Bar Product : New results released...

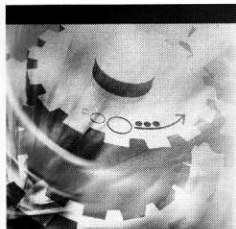
ConsumerLab.com, an independent firm that evaluates products relating to health and nutrition, has provided new information on nutrition bars. ConsumerLab.com purchased 30 products and tested them for the accuracy of their label claims about calories, fat, carbohydrates, sugars, protein, cholesterol, and sodium. An alarming 60% of the products failed to meet their labelling claims. An undeclared amount of carbohydrates was the most common problem. Sugars were found to be higher than claimed in eight products. Seven products contained more sodium than stated on the labels. Four products had higher than claimed amount of saturated fat. Product reviews on omega-3 fatty acids and B vitamins will be released in the coming months. Additional information is available on their Web site.

Source: www.consumerlab.com

The future of food biotechnology

On November 28, 2001, the federal government published an action plan in response to the Royal Society of Canada Expert Panel Report on the future of food biotechnology. Entitled *Elements of Precaution: Recommendations for the Regulation of Food Biotechnology in Canada*, the action plan can be viewed on the Web site of Health Canada.

For more information: www.hc-sc.ca



Tendances et nouveaux développements

PAR GUYLAINE BARAKATT

DANS TENDANCES

S'intéresser à l'expérience d'achat des consommateurs : un atout pour les commerces de détail en alimentation

Selon une étude réalisée par la firme AC Nielson et citée dans la revue *Le Monde Alimentaire* (juillet-août 2001), « l'expérience d'achat » des consommateurs deviendra la clé d'une stratégie marketing gagnante pour les gestionnaires de commerces d'alimentation traditionnels. En effet, en raison de la concurrence féroce présente dans l'industrie (mettant en scène les détaillants traditionnels, les clubs-entrepôts, les magasins à rayons à prix modiques tel Wal-Mart), les détaillants traditionnels devront offrir aux clients une valeur ajoutée en magasin permettant aux clients de vivre une expérience de consommation des plus agréables. Par exemple, offrir une plus large gamme de services comme un service de nettoyage à sec, ou une plus large gamme de produits comme une plus grande sélection de produits haut de gamme, biologiques ou « santé ». Toutefois, l'ajout de ces extras deviendront inutiles si les facteurs fondamentaux, déterminants des dépenses et de la fréquence de visites des consommateurs, sont négligés tels la propreté des lieux, l'innocuité et la fraîcheur des produits.

Pour plus d'information, voir *Le Monde Alimentaire*, juillet-août 2001, p. 29-30.

La simplicité volontaire : reprendre le contrôle sur sa consommation

Qui d'entre nous n'a pas un jour ressenti que le style de vie proposé par la société de consommation occidentale devenait de plus en plus difficile à soutenir? Un style de vie axé sur une consommation accrue de biens et services repose sur une équation fort simple : pour consommer plus, il faut gagner plus et pour gagner plus, il faut travailler plus. Cette spirale peut devenir infernale et suffocante lorsque le consommateur n'a plus le choix de travailler toujours plus fort pour respecter les

engagements financiers dignes du style de vie qu'il s'est donné. L'endettement massif, l'épuisement au travail, le stress, la faible natalité sont des exemples d'effets pervers pouvant résulter en une perte de qualité de vie.

Un courant d'idées est en train de gagner de plus en plus d'adeptes au Québec et au pays, celui de pratiquer la *simplicité volontaire*. De 12 % à 15 % de la population des pays développés pratiqueraient la simplicité volontaire sous une forme ou une autre. Selon Gerald Celente, un analyste américain des tendances sociales, ce phénomène serait celui qui aurait enregistré la plus forte progression depuis quelques années. Inspirée d'un mouvement qui a pris naissance aux États-Unis il y a plusieurs années, la simplicité volontaire prône la restriction volontaire de la consommation pour rééquilibrer les forces et les valeurs qui gouvernent le quotidien. Elle vise un mode d'existence plus frugal au profit d'une réappropriation du temps et de la liberté. Le promoteur au Québec de ce nouveau mode de vie est le Dr Serge Mongeau, auteur de plusieurs livres sur le sujet. Son message a fait l'objet de plusieurs reportages, d'articles, de conférences et a nourri des débats tenus dans l'enceinte universitaire.

Source : Revue RND, n° 3, mars 2000.

Saviez-vous que....

Les femmes canadiennes occupent un plus grand nombre de postes d'influence dans le monde des affaires. Leur représentation au sein des cadres supérieurs est passée de 19,8 % à 26,8 % entre 1994 et 1999. Ailleurs dans le monde, la représentation des femmes dans les hautes sphères décisionnelles des gouvernements nationaux a peu changé depuis 1995. Elles ont toutefois réalisé des progrès à ce chapitre au sein du Secrétariat des Nations Unies et du corps diplomatique. Le Canada appuie les mesures visant à accroître la représentation des femmes dans les postes de décision au sein du Secrétariat des Nations Unies.

Source : *Les femmes et le pouvoir*, bulletin d'information issu de la session extraordinaire de l'Assemblée générale des Nations Unies (Beijing + 5) sur la condition féminine.

DANS RESSOURCES

Gare aux jus de fruits et aux cidres non pasteurisés....

Santé Canada a émis, le 3 novembre dernier, un avis public à l'effet qu'il était possible que les jus et les cidres non pasteurisés soient contaminés par des bactéries nocives, comme E. coli et Salmonella, pouvant causer une maladie grave ou la mort, particulièrement chez les groupes à risque élevé : les jeunes enfants, les aînés et les personnes dont le système immunitaire est affaibli. Une brochure de renseignements à cet effet est maintenant disponible dans les deux langues officielles sur le site Web de Santé Canada.

Pour information :
www.hc-sc.gc.ca/food-aliment

L'avenir de la biotechnologie alimentaire

Le plan d'action déposé par le gouvernement fédéral à la suite de la remise du rapport du groupe d'experts de la Société royale du Canada sur l'avenir de la biotechnologie alimentaire et intitulé *Éléments de précaution : recommandations pour la réglementation de la biotechnologie alimentaire au Canada* a été rendu public le 28 novembre 2001. Il est possible de le consulter sur le site Web de Santé Canada.

Pour plus d'information :
www.hc-sc.gc.ca/food-aliment



CHEA-ACÉF

Canadian Home Economics Association

Home economics is concerned with all aspects of daily living including human development and relationships, financial and resource management, consumerism, foods and nutrition, clothing and textiles, housing and shelter, and aesthetics. Home economics brings together knowledge from its own research, the sciences and the arts and uses this knowledge to assist people in enhancing their daily lives.

Code of Ethics

As a home economist and as a member of the Canadian Home Economics Association, I pledge to practice home economics to the best of my abilities and to:

1. Uphold the mission of home economics to enhance the quality of life for individuals and families.
2. Support the Association and further its aims.
3. Discharge my professional duties with integrity.
4. Strive to provide the best service available and only that service for which qualifications are possessed.
5. Inform the public and employer of possible consequences of services, products, and policies that may impact the well-being of individuals and families.
6. Strive to make judgments and recommend solutions in a rational, just, and unbiased manner in such matters as confidentiality and conflict of interest.
7. Strive to protect the public in the event of unethical or incompetent behaviour of colleagues and fellow family professionals.
8. Strive to be cooperative and equalitarian in approach to clientele and colleagues.
9. Maintain high standards of professional practice through continuing education, critique, and reflection on professional experience, and through participation in dialogue within the professional community.
10. Reflect critically on optimum conditions for human health and well-being.
11. Conduct myself at all times so that no dishonour befalls individual members or the profession.

Association canadienne d'économie familiale

L'économie familiale touche tous les aspects de la vie quotidienne, dont les relations humaines et l'épanouissement de la personne, la gestion des ressources, l'économie de la consommation, les aliments et la nutrition, l'habillement et les textiles, le logement et l'hébergement, de même que l'esthétique. L'économie familiale regroupe un ensemble de connaissances issues de ses propres travaux de recherche, des sciences et des arts en vue d'aider la population dans la vie de tous les jours.

Code de déontologie

En qualité d'économiste familial-e et de membre de l'Association canadienne d'économie familiale, je m'engage à pratiquer l'économie familiale au mieux de mes compétences et à:

1. Appuyer la mission de l'économie familiale, qui consiste à améliorer la qualité de la vie quotidienne des personnes et des familles.
2. Soutenir l'Association et poursuivre les buts qu'elle s'est fixés.
3. Assumer mes responsabilités professionnelles avec intégrité.
4. M'efforcer de fournir les meilleurs services possibles, et seulement les services pour lesquels je suis qualifié-e.
5. Informer le public et mon employeur des effets possibles des services, des produits et des politiques pouvant influencer sur le bien-être des personnes et des familles.
6. M'efforcer de porter des jugements et de recommander des solutions de façon rationnelle, juste et impartiale quand il est question de confidentialité et de conflits d'intérêt.
7. M'efforcer de protéger le public si des collègues et des professionnels-les de ma spécialisation font preuve d'incompétence ou manquent à la déontologie.
8. M'efforcer de traiter la clientèle et mes collègues dans un esprit d'équité et de coopération.
9. Maintenir des normes élevées de pratique professionnelle au moyen de la formation continue, de la réflexion et la critique de l'expérience professionnelle et au dialogue dans mon milieu professionnel.
10. Réfléchir objectivement sur les conditions optimales nécessaires à la santé et au bien-être des personnes.
11. Me conduire de façon à ne jamais jeter le discrédit sur des membres de la profession ou sur la profession elle-même.



CHEA-ACÉF

2002 Advertising Rate Card / Tarifs publicitaires 2002

Canadian Home Economics Journal Revue canadienne d'économie familiale

Published by the Canadian Home Economics Association
Publiée par l'Association canadienne d'économie familiale

Biannual/Semestriel – Circulation 2,000/Circulation 2 000

Publication dates / Dates de tombée :

Spring/printemps : March/mars
Fall/automne : September/septembre

Closing dates / Fermeture :

February 1st / 1^{er} février
August 1st / 1^{er} août

Contact Information:

Afonso da Silva
Communication & Marketing Manager
Canadian Home Economics Association
307-151 Slater Street, Ottawa ON K1P 5H3
Tel: (613) 238-8817 Fax: (613) 238-8972
E-mail: adasilva@chea-acef.ca

Pour renseignements :

Afonso da Silva
Gestionnaire des communications et du marketing
Association canadienne d'économie familiale
151, rue Slater, bureau 307, Ottawa (Ontario) K1P 5H3
Téléphone : (613) 238-8817 Télécopieur : (613) 238-8972
Courriel : adasilva@chea-acef.ca

Advertising Rates* / Tarifs publicitaires*

Rate / Tarif :	1 time / fois	4 times / fois	Cover pages (cannot cancel out)	Pages couverture (non-annulables)
Full / pleine page	\$515	\$490		
2/3 page	\$440	\$420	Inside front	\$595 Couverture avant intérieure
1/2 page	\$335	\$320	Inside back	\$565 Couverture arrière intérieure
1/3 page	\$260	\$245	Outside back	\$650 Plat verso
1/4 page	\$205	\$195	Center spread	\$960 Double page centrale
1/6 page	\$180	\$170		
Colour / Couleur :				
Standard	\$290	Standard	Inserts / Insertions : Black & White space rate plus \$120.00 tip-in charge per 1,000 Tarif noir et blanc plus prix exigé de 120,00 \$ pour 1 000 exemplaires	
Matched	\$325	Assorti		
Four-colour process	\$965	Quadrichromie		

Preferred position charge: 15% of space rate.

Prime pour emplacement privilégié : 15 % du tarif d'espace.

Specifications / Spécifications :

Mechanical requirements / Exigences de montage :

Type page	7" x 10"	Page-type
Trim page size	8-1/2" x 11"	Rognure
Bleed page	8-5/8" x 11-1/4"	Page à fond perdu
Live Image area	8-3/8" x 10-7/8"	Partie imprimante
Inserts	8-1/4" x 11"	Insertions

Film requirements:

Emulsion side down. Four-colour offset negatives, separated for colour plus one set of colour proofs. Maximum 150 line screen.

Electronic requirements:

Quark Express/Mac files to include:
All fonts, graphics, etc. supporting the application used;
Hard copy comp and colour separated lasers to accompany CD-R and/or e-file; PDF attachment to accompany e-file without hard copy.

Notes: * Net rate; taxes & agency commission extra

Special requirements: Please contact CHEA.

Advertisement size / Format d'annonce :

1 page	7" x 10"
2/3 page	4-1/2" x 10", 7" x 6-1/2"
1/2 page	7" x 4-7/8"
1/3 page	2-1/8" x 10", 4-1/2" x 4-7/8"
1/4 page	3-3/8" x 4-7/8"

Exigences photographiques :

Émulsion vers le bas. Négatifs offset en quadrichromie, avec couleurs séparées et une série d'épreuves de contrôle en couleur.
Trame à 150 lignes maximales.

Exigences électroniques :

Les fichiers Quark Express/Mac doivent inclure : les polices, les graphiques, etc. acceptant l'application utilisée ; une copie papier et lasers avec couleurs séparées devant accompagner le CD-R et/ou les fichiers électroniques ; un attachement PDF avec les fichiers électroniques sans copie papier.

Note : * Montant net excluant la commission d'agence et les taxes.
Pour des réquisitions spéciales, veuillez communiquer avec l'ACÉF.



Technology@home la Technologie@foyer

*challenges and opportunities
des défis et des possibilités*

August 15 to 18, 2002

Du 15 au 18 août, 2002

Visit:

www.technologyathome.ca

Consulter :

www.technologieaufoyer.ca

Don't miss this great event!

Ne manquez pas ce grand événement!